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ABSTRACT

Exercises and activities for incorporating career education into the elementary school curriculum (K-6) are contained in this teacher's manual. Activities are developed for the primary, primary/intermediate, and intermediate levels for language arts (83 activities), mathematics (53), science (32), social studies (91), related arts/fine arts (68), and guidance (24). Teaching activities are written in a format which matches specific goals of school subjects with career education concerns (curriculum focus). Career education focus (DELLA Statement), estimated class time, essential resource materials, and the instructional process are outlined for each lesson. The appendix contains the following materials: DELLA Statements (generated for the Career Development Education Model), background in curriculum design, bibliography of suggested materials, interview sheet, list of career clusters, lists of career-related games and simulation, index of publishers/distributors, lists of evaluation instruments, notes on role playing and on brainstorm technique and planning field trips, sample job application form, sample resumes, supplemental resources for guidance, and bibliography of materials dealing with sex bias. (TA)

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GETTING STARTED:
A Guide To Writing Your Own Curriculum

The Pennsylvania
Guide for
Instructional Improvement
through
Career Education

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Elementary Volume K-6

A project sponsored by the
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CONTENTS

Acknowledgments. IV

INTRODUCTION

Rationale and Orientation. 1
How To Use This Book 4

ACTIVITIES

I. Language Arts

Index of Titles. 6
Primary. 9
Primary/Intermediate 50
Intermediate 60

II. Mathematics

Index of Titles. 104
Primary. 106
Primary/Intermediate 119
Intermediate 124

III. Science

Index of Titles. 165
Primary. 167
Primary/Intermediate 175
Intermediate 178

IV. Social Studies

Index of Titles. 200
Primary. 203
Primary/Intermediate 237
Intermediate 249

V. Related Arts/Fine Arts

Index of Titles. 315
Art
    Primary. 317
    Intermediate 337
Music
    Primary. 352
    Primary/Intermediate 359
    Intermediate 362
Physical Education
    Primary. 378
    Intermediate 386

VI. Guidance

Index of Titles. 393
Primary. 394
Primary/Intermediate 404
Intermediate 416

APPENDIX

Della Statements 424
Background in Design 429
Bibliography of Suggested Materials. 432
Interview Sheet. 433
List of Career Clusters. 434
Career-Related Games and Simulation. 437
Index of Publishers/Distributors 438
Evaluation 443
Role Playing 450
Brainstorm Technique 452
Planning a Field Trip. 454
Sample Job Application Form. 456
Sample Resume's. 458
Supplemental Resources for Guidance. 462
Bibliography of Materials Dealing With Sex Bias. 463

ORIENTATION AND RATIONALE

By Dr. Edwin Herr
Department of Counselor Education
Pennsylvania State University

This is a manual of suggested exercises and activities by which career education can be incorporated into the curriculum of elementary schools. Career education of the elementary school level stresses helping the students attain the following objectives:

- REALIZE that an understanding of one's strengths, values, and preferences is the very foundation for making educational and occupational choices
- UNDERSTAND that future goals are possible to achieve through planning and preparation in the present
- ACHIEVE a sense of one's ability to make choices and to meet the requirements of educational and occupational alternatives
- BE ABLE TO consider the implications of change in one's self, in one's options, and in relation to the need for continuing education throughout life
- UNDERSTAND the similarities between educational problem-solving and personal decision-making skills
- DEVELOP an unbiased, nonstereotyped basis of information from which to plan later educational and occupational decisions
- UNDERSTAND that schooling is made up of many opportunities to explore and prepare for life
- RECOGNIZE the relationships between academic skills--reading, writing, computation--and other subject matter and ways they are related to future educational and work options
- IDENTIFY occupations in which people work with others, with ideas or with things
- CONSIDER the relationships among occupation, career, and life-style
- DESCRIBE the purposes that work serves for different people
- CONSIDER the importance of effective use of leisure time

Each of those objectives cited above can be broken into subordinate objectives in which various methods--role-play, dramatics, field trips, discussion, simulation--can be used. In essence, that is what the suggested exercises in this manual do.

What are the affective goals of career education?

The student behaviors which career education intends to influence involve self-understanding, educational and occupational awareness, decision-making skills, as well as economic or consumer literacy and the effective use of leisure time skills. Therefore, all forms of subject matter in the elementary school have implications for career education. Equally important, the success of career education is affected by the involvement of parents and community resources.

Career education provides experiences by which children can anticipate, explore and formulate possible life alternatives in relation to their growing self-understanding. It emphasizes the importance of personal responsibility in coping with life's demands.

What perspective does career education seek at the elementary school level?

Half of the first decade of life is consumed by experiences in the elementary school. Therefore, this educational level is highly significant in its influence upon the attitudes which students develop toward themselves, and others, toward school, and toward the opportunities life makes available to them. By the time most children emerge from the elementary school, they have already acquired tentative occupational and life goals as well as educational aspirations. Elementary school children are concerned in their play and school groups about individual differences, work, adult life patterns, and personal feelings of competence. These they translate into self-perspectives and preferences for some work or educational activities and not for others. Whether based on accurate information or not, such perspectives are formed and direct the child's behavior unless subsequent experiences change such directions.

What are some of the special problems that elementary school students have?

Research indicates that many youngsters who drop out of school physically at age sixteen, have, in fact, dropped out of school psychologically as early as grade three. Frequently, this occurs because they fail to sense relationships between what they study in school and life as they experience it outside of school. Some children generalize school failures or feelings of incompetence to all things academic. They create in themselves a psychological set which generates resistance to schooling and to working toward a self-fulfilling future. Many children in the elementary school do develop awareness of their personal uniqueness, possible life options, methods of planning, and ways of becoming responsible for one's future. Unless opportunities for the latter to occur are systematically planned, children may be learning inadequate behaviors and incorrect information about themselves or their opportunities. It appears that both negative and positive images of one's possibilities are learned, perhaps randomly and informally, but learned nevertheless.

How does career education contribute to more positive attitudes towards education in general?

One of the basic principles of career education is that the attitudes described above and the information on which they rest are too important to be left to chance. If the elementary school is the prime period for individual attitude formulation, acquisition of basic academic and study skills, and images of the future, such development should proceed from experiences and knowledge which are wholesome and reality-based. Such a position does not suggest that elementary school children be robbed of their fantasy life or that childhood be structured as a microcosm of the adult society. Instead it suggests that fantasies be provided with a base of pertinent knowledge so that imagination about what is possible can be stirred and so that one's sense of power to affect the future is reinforced.

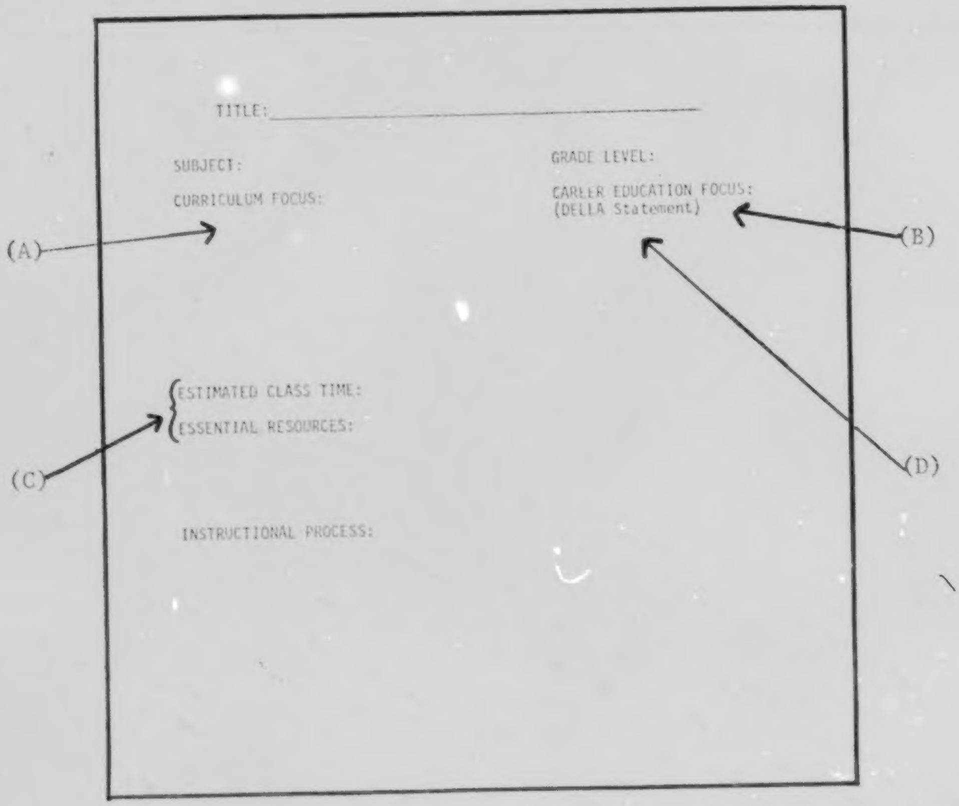
Many career education goals have long been a part of the elementary school's philosophy. However, restricted and sex stereotyped information has reduced the opportunities of many schools to achieve these goals. The hope is that the information contained here will make such goals more possible for more teachers. It is a further hope that rather than overburden the teacher, this information will be infused into subject matter to make it more alive for students and increase its ability to facilitate self and career understanding.

HOW TO USE THIS BOOK

The purpose of this guide is to help you understand and use the concepts of career education. Through them, you can make your own curriculum more stimulating to sutdents and more relevant to their current and future interests and needs. We believe that career education is a proven means for motivating students to think seriously about the subject they are studying, the changes taking place in their lives, and the role they will play in the society of the future.

You will probably find it most helpful to skim through the book as a whole, selecting those activities to read and study which best apply to your subject area and student age level.

> You will find that the teaching activities have been written in a format which matches specific goals of school subjects (A) with career education concerns. (B) In most cases, the length of time estimated for teaching the activity is given, along with a listing of essential resource materials. (C)
>
> You will note that many of the DELLA Statements (D) listed under the "Career Education Focus" column do not specifically apply to job training or careers. This is because the overall developmental approach of career education has been aimed at the whole student, rather than merely orienting the student to a job that may or may not be chosen.


TITLE:
SUBJECT:
GRADE LEVEL:
CURRICULUM FOCUS:
CAREER EDUCATION FOCUS: (DELLA Statement)
(A)
(B)
ESTIMATED CLASS TIME:
ESSENTIAL RESOURCES:
(C)
(D)
INSTRUCTIONAL PROCESS:

After you have scanned the book as a whole and studied a few examples, pick one or two you feel would best suit your teaching and try these in class. Afterward, evaluate them both in terms of stimulating student interest in the subject material, as well as increasing student awareness of the importance of this material in their lives and in the functioning of society.

Using some of the activities in class will prepare you for writing your own. Consult the Appendix for a complete list of DELLA Statements and study "Background in Design." It describes the comprehensive approach to career education used in the Career Development Education Model, for which the DELLA Statements were generated.

By using the format shown on these pages, the list of DELLA Statements and the sample activities, it is our hope that this guide will serve to help you develop fluency in teaching career education to your students, as well as giving them a sense of the importance of this material in their own lives.

INDEX OF TITLES

LANGUAGE ARTS

PRIMARY

Reading and Spelling Skills

CAREER DICTIONARY SCRAPBOOK 9
ALPHABET CAREERS 10
A-Z DOT-TO-DOT 11
MAKING CAREER ALPHABET CARDS 12
WHAT I WANT TO BE WHEN I GROW UP GAME 13
CAREER WORDS-IN-WORDS 14
CAREER COLLAGE BULLETIN BOARD 15
WHEN I GROW UP I WANT TO BE 16
4 - 1 = 3 ALIKE 17
FLIP 18
BAKERY BINGO 19
CAREER JIGSAW PUZZLES 20
JOB-TOOL LOTTO 21
WORD-PICTURE MATCHING 22
READING CLASSIFIED ADS 23
COMMUNITY HELPERS 24
DEVELOPING OUR OWN CROSSWORD PUZZLES 25
CITY SCRAMBLE 26

Speaking and Listening Skills

LOOKING AT OURSELVES AND OTHERS 27
NON-VERBAL COMMUNICATIONS 28
TEARING ME UP 29
DAVID WAS MAD 30
SCHOOL WORKERS 31
WHAT ARE YOU DOING !? 33
CALL FOR ASSISTANCE 34
WHAT'S MY LINE? 35
HOW MANY CAREERS CAN YOU NAME THAT 36
MAY I HELP YOU PLEASE? 37
MAGIC MIRROR GAME 38
PAPER BAG PUPPETS 39
WE KNOW ABOUT OURSELVES 40
CAREER WHEEL 41
CAREER FANTASY GAME 42

Writing and Research Skills

DEVELOPING PERSONAL STORY BOOKS 43
COMING TO SCHOOL I SEE 46
AUTOBIOGRAPHIES 47
THE LEISURE BUSINESS 48
CAREER AWARENESS FILE 49

PRIMARY/INTERMEDIATE

Reading and Spelling Skills

CAREER CARDS 50
OCCUPATIONAL PICTURE FILE. 51

Speaking and Listening Skills

LIVE-O-VISION CAREER INTERVIEWS. 52
SELF CARICATURE GAME 53
LEISURE TIME MODULES 54
MAN OVERBOARD! 55
OFF TO THE MOON. 56

Writing and Research Skills

A SCRAPBOOK FOR EACH CLUSTER 57
DEPICTING OCCUPATIONS THROUGH PUPPETRY 58
WRITING A CLASS BOOK 59

INTERMEDIATE

Reading and Spelling Skills

SPORTS IN THE NEWS 60
INVENTING CAREERS. 61
CAREERS IN THE NEWSPAPERS. 63
CAREER CROSSWORDS. 64
CAREER RELAY GAMES 65
GAME: SCRAMBLED WORDS 66
CAREER WORD GAME 67
ABBREVIATIONS AND TITLES OF RESPECT. 69
CAREER CLUSTERS BULLETIN BOARD 70

Speaking and Listening Skills

FOLLOWING AND GIVING DIRECTIONS. 71
TELEPHONE SKILLS 72
INTRODUCTIONS. 73
STORY TIME: MIGRANT FAMILIES. 74
BLUE-EYED CHILDREN 76
ADDING MUSIC TO POETRY 77
THIS IS THE SOAP THAT JACK MADE. 78
INTERESTS, HOBBIES AND WORK. 79
INTERVIEW: PARENTS' CAREERS 80
TWENTY QUESTIONS 81
CAREER CHARADES. 82
CAREERS IN LANGUAGE ARTS 83
CAREER EXPLORATION PROGRAM 84

Writing and Research Skills

GAME: CAREER SQUARES. 88
GAME: JOBARDY 89
THREE CAREER WEEKS--JOBS OF THE PAST, PRESENT, FUTURE. . . . 90
HERITAGE EXCHANGE. 92

THEN AND NOW 93
LEISURE AND CAREERS. 94
CAREER QUALIFICATIONS. 96
WRITING AUTOBIOGRAPHIES. 97
LETTER WRITING 98
UNDELIVERABLE MAIL 99
OPEN-ENDED SENTENCES 100
BUILDING A GREENHOUSE. 101
I WONDER 102

"CAREER DICTIONARY" SCRAPBOOK

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Alphabetizing
2. Syllables
3. Phonetic spelling
4. Job descriptions

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#16 Recognize role of education in career and life goals
#29 Recognize materials/processes/tools of occupational clusters
#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
large blank pages for making a scrapbook.

INSTRUCTION PROCESS:

Instruct students to develop a "Career Dictionary." In the form of a scrapbook, have students locate or draw pictures of various occupations. Place the pictures in alphabetical order into the Dictionary. Beneath each picture, print the work, divided into syllables, as well as the phonetic spelling of the work and a brief definition (description) of the job.

As new jobs are discussed throughout the year, they may be added to the "Career Dictionary."

SUPPLEMENTAL RESOURCES:

People at Work. 24 pictures of real people at work. A non-sex approach.
$5.95 The Instructo Corporation

"ALPHABET CAREERS"

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Reinforcement of alphabetical order and verbal communication through a game--type activity

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Arrange the students seated in a circle upon the floor for this activity. The teacher can act as a facilitator to start the game. Run through the letters of the alphabet quickly. Starting around the circle the first student must name a job starting with the letter "A." Circle members attempt to name as many jobs as possible beginning with the proper letter. When a letter becomes exhausted, the next letter starts. The object of the game is to name as many jobs as possible.

A-Z DOT-TO-DOT

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Develop fine motor coordination
2. Sequence alphabet
3. Improve dictionary skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing world of work

ESTIMATED CLASS TIME: Five min. per card for use in learning center

ESSENTIAL RESOURCES:
Occupation Dot-to-Dot, Trend Enterprises T-147, Study carrel, Grease pencils, cloth--Children's Dictionary of Occupations from Career Futures

INSTRUCTIONAL PROCESS:

Set up a learning center for occupations using a three-sided carrel. The students may cut out pictures to decorate the carrel. One of the activities in the carrel might be to do the A-Z Occupational Dot-to-Dot. The students use grease pencils to connect the dots in alphabetical sequence. Then they can identify the occupation and look it up in the Career Dictionary. They can write the name of the occupation on the card, then sign the student's name and put it in a folder to be checked later.

The A-Z Dot-to-Dots are reusable laminated cards. After the teacher checks the card it may be placed in a checked folder for the student to examine. Then it may be erased for use by another student.

A record system may be kept on index cards which have the student's name and numbers 1-12 written on it. Each time a student completes a page, that number may be punched out with a paper punch. A teacher-designed certificate may be presented to students who have completed all the cards.

MAKING CAREER ALPHABET CARDS

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Learning the letters of the alphabet
2. Learning the sounds of letters when they begin words
3. Associating the sounds of letters with a word that begins with those sounds

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Cardboard or poster board, paste, magazines, crayons

INSTRUCTIONAL PROCESS:

Develop a set of Career Alphabet Cards with the children to display in the room. Together gather pictures from magazines or draw pictures of different workers. Mount each picture on cardboard. Print on the card the capital letter and the small letter associated with the occupation pictures.

For example: Aa - astronaut; Bb - baker

After the alphabet cards have been completed, display them in the room for the children to refer to. Suggest to the children that they practice learning the sounds of letters by thinking of the occupational picture beginning with each letter sound.

SUPPLEMENTAL RESOURCES:

Children's Dictionary of Occupations
$5.00 (estimate) Counselor Films, Inc.

Fun Game Pack 6 games
$6.00 (estimate) Mafex Associates, Inc.

WHAT I WANT TO BE WHEN I GROW UP GAME

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Use initial consonant sounds
2. Use initial vowel sounds
3. Develop auditory memory
4. Develop oral language
5. Utilize alphabetizing skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: 20 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Play the game, "What I Want to be When I Grow Up." The first participant in the group must state in a whole sentence, "When I grow up I want to be...." and name an occupation beginning with "A," such as "automechanic." Participant two restates the sentence with an occupation beginning with "B" such as "beautician" and also recalls the first participants's answer by saying "When I grow up I want to be a beautician or an auto mechanic." The game continues until the last participant has shared his/her career choice.

SUPPLEMENTAL RESOURCES:

Wally, Bertha and You. Puppet Kit: two puppets, activity cards, storycards, etc.
$60 Encyclopedia Britannica Educational Corporation

CAREER WORDS-IN-WORDS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Finding root words within larger words
2. Practice forming new words
3. Development of reading and spelling skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Career related words

INSTRUCTIONAL PROCESS:

Give the children some new career-related words, each containing one or more small words with which they are familiar. Ask the children to find as many little words as they can and to write them. For example:

a. Sharecropper--share, crop, are
b. Engineer--engine, in, etc.

Keep a chart of these words. Ask the children to add to this chart when they meet new career-related words.

Another similar activity would be to print on the blackboard a vocabulary word having to do with the world of work. Ask each child to make a list of all the words (of three or more letters) that can be made from this one larger work. After a predetermined time the player with the longest list of words wins!

SUPPLEMENTAL RESOURCES:

Children's Dictionary of Occupations $5.00 (estimate) Counselor Films, Inc.
Community Series: Agriculture and Industry, Systems in Our City, Types of Cities 7-8 filmstrips per set. $49.50 to $57.50 (estimate) McGraw-Hill Book Company
Career Flashcards $5.00 (estimate) Counselor Films, Inc.

CAREER COLLAGE BULLETIN BOARD

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Knowing community workers
2. Associating beginning sounds
3. Oral language development

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
Magazines, paper, paste, scissors

INSTRUCTIONAL PROCESS:

1.) Select a sound ("A", "B", etc.) and assign a group of children to make a bulletin board. This project can be used for two weeks at a time. Every two weeks select a new sound and a new group of students. Students cut out magazine pictures of people whose job or job title begins with that particular sound. They are responsible to describe to the class someaspect of those particular careers they have contributed to the "career collage bulletin board."

2.) As the children learn to write, they can briefly describe on note cards certain occupations. These cards should be placed in an envelope near the bulletin board. Children then can match the card to the picture.

WHEN I GROW UP I WANT TO BE

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Developing words and noting beginning sounds

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Chart paper, felt occupational figures or "When I Grow Up I Want to Be" felt figures, Learning Resource Center Incorporated

INSTRUCTIONAL PROCESS:

After tacking a large piece of lined experience chart paper to one of the larger bulletin boards, print the letters of the alphabet in two vertical columns. Dividing the alphabet among the class (three or four letters to each child), have the children think of an occupation that begins with the letter with which they are dealing. Small group work with the "When I Grow Up I Want to Be" felt occupational figures may be helpful for those children with difficult letters.

Later the children can print the occupations they have discovered next to the corresponding letter on the experience chart.

4 - 1 = 3 ALIKE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Visually discriminate and associate attributes
2. Categorize according to function

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters
#39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: 30--45 minutes

ESSENTIAL RESOURCES:
Career Association Cards - DLM, 7440 Natchez Avenue, Niles, Ill.
magazines, scissors, glue and cardboard

INSTRUCTIONAL PROCESS:

This is an activity in which the class can identify similarities and differences in jobs. There are four illustrations of occupations; the student chooses which of the four doesn't belong with the others and why. These cards may be used to stimulate language and vocabulary development as well as career awareness.

A supplementary activity would be to make your own career association cards by finding pictures in magazines and pasting them on to pieces of cardboard.

FLIP

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Match categories.
2. Develop expressive language skills.
3. Associate words with pictures.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 30-45 minutes

ESSENTIAL RESOURCES:
Career Flip Book by DLM
7440 Natchez Avenue
Niles, IL

INSTRUCTIONAL PROCESS:

This book may be used by individual students or in groups. The purpose of the game is to match the occupational title, the illustration of the job and the tool associated with the career. Color cues are provided on the 3-part puzzles for self-correction.

After the puzzle has been assembled, students may discuss characteristics, qualifications and job tasks of each job.

BAKERY BINGO

LANGUAGE ARTS

CURRICULUM FOCUS:

1. To reinforce words discussed and used in studying the bakery and its functions.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:
Large index cards with six sections drawn, small cards with a word on each, bingo chips or cardboard discs-six for each child.

INSTRUCTIONAL PROCESS:

1. Show a list of the words that will be used and go over them with the children; leave this list displayed for the first 1 or 2 games played. Some suggested words are:

knead, flour, butter, salt, bakery, sugar, bread, rolls, ingredients, yeast, mixer, combine, baker, pans, etc.

2. Distribute large cards and chips. Select a helper for the first game. Place the small cards in a bag to be shook before each is drawn out. Have the child call out each word and show it. Words may have to be pointed out on the list for the first game or two.

3. The first child to cover all the words on his card wins and may next call out the words. If two win, then one shakes, and one calls and they switch jobs during that game.

4. Afterwards this may be placed in a packet for children.

Example of the large index card:

X	X	X
X	X	X

CAREER JIGSAW PUZZLES

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Provide practice in using occupational vocabulary.
2. Drawing.

CAREER EDUCATION FOCUS:
(DELLA Statement)

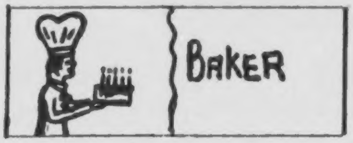
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Crayons, sheets of colored construction paper (9 x 12")

INSTRUCTIONAL PROCESS:

Distribute crayons and sheets of colored construction paper to students. Have them fold the paper vertically and draw an occupational character on the left side of the paper and print the name of the occupation portrayed on the right side. The teacher then collects the papers and discusses the occupations pictured with the class. The teacher then uses a crayon or ink marker to draw different shaped lines down the folded part of each paper so that when each paper is cut apart on these lines the two pieces resemble puzzle pieces. An example is shown here:



All of the pieces of papers are then mixed up and placed in a box. These puzzles can be placed in a learning center for children to enjoy at different times during the day. When the children become proficient at matching the occupational title with the picture, the pictures can be replaced with brief class-written job descriptions.

JOB - TOOL LOTTO

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Awareness of tools used in various occupations

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Magazines, scissors, paste, (9" x 12" tagboard sheets)

INSTRUCTIONAL PROCESS:

Distribute discarded magazines to the children. Have them look through the pages and cut out pictures of people at work. Have the children mount these pictures on tagboard to make them more usable. The teacher then draws or cuts from magazines, pictures of articles associated with each type of work, i.e. a bag of groceries would match the supermarket checker picture. The children can then match the type of work with its associated articles to tools.

Place this game in a learning center that the children could use in their free time. Keep it challenging by using pictures and tools which are vague to the students.

WORD - PICTURE MATCHING

LANGUAGE ARTS/READING

CURRICULUM FOCUS:

1. Learning to read new words
2. Matching words with pictures of them
3. Expanding children's vocabulary

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: 15 minutes

ESSENTIAL RESOURCES:
Cardboard or poster board, magazines, paste or glue, scissors

INSTRUCTIONAL PROCESS:

Create a word-picture matching game for the children to play in their spare time.

1. Paste pictures of workers on cards. (You can ask your students or older students in another class to find pictures, cut them out and if possible paste them on cards.)

2. On another set of cards write the occupations that match each picture.

3. To play the game, the students must match the word with the correct picture.

SUPPLEMENTAL RESOURCES:

Career Kits for Kids. Rusty the Construction Worker, Nellie the Nurse
$28.50 each Encyclopedia Britannica Educational Corporation

School Series: Our School Workers. 8 filmstrips
$57.50 (estimate) McGraw-Hill Book Company

READING CLASSIFIED ADS

LANGUAGE ARTS/READING

CURRICULUM FOCUS:

1. Read classified ads.
2. Make a graph to designate availability of jobs.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: 10 class periods

ESSENTIAL RESOURCES:

Poster board or graph paper, crayons or magic markers, classified ad section of newspaper, transparencies and overhead projector.

INSTRUCTIONAL PROCESS:

Take a survey of the jobs available in the community by examining the classified ad section of the newspaper for a two week period. Make a transparency of the newspaper section and place it on the overhead projector so the whole class can view the Help Wanted ads. Discuss the qualifications and characteristics of each occupation, recognize any similarities in the occupations, and note whether the occupation is designated for males, females or both. Next determine the availability of jobs by charting the occupations on a graph. At the end of the two week period, the class should be able to tell what occupations are available in the community by looking at the frequency chart.

Supplementary Activities:

1. Chart the availability of occupations during various seasons of the year and compare.

2. Use several newspapers to determine what occupations are available in different communities.

3. Compare the classified ads section of newspapers in terms of a rural community vs. an urban area.

COMMUNITY HELPERS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learning about community helpers.
2. Practicing descriptive language.
3. Increasing sight reading vocabulary.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Community Helpers Picture Packets (Standard Publishing Co., Cincinnati, Ohio), envelopes

INSTRUCTIONAL PROCESS:

Display the pictures of various people at work. After having discussed the various occupations, several children are given envelopes with the word postman, teacher, or doctor, etc. printed on a slip of paper inside. The children then take turns dramatizing the occupation printed inside their envelope. They do not say the title of that job. When the class guesses the job the printed title is placed below the picture.

SUPPLEMENTAL RESOURCES:

Childrens Dictionary of Occupations
$5.00 (estimate) Counselor Films, Inc.

Puppet Playmates
$11.95 (estimate) Instructo Corporation

Community Careers. Flannelgraph puppets and props
$4.95 (estimate) Instructo Corporation

Learning about Careers. 20 Teaching pictures
$5.50 (estimate) Learning Resource Center, Inc.

DEVELOPING OUR OWN CROSSWORD PUZZLES

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Developing words and noting beginning sounds.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Mimeographed sheets

INSTRUCTIONAL PROCESS:

Distribute a paper with the following information mimeographed on it:

B	A	K	E	R	■

Any occupational title can be used to begin the game. Any squares that are not used can be colored. All of the players should start with the same word (in this case, baker). The children then begin to make a crossword, using occupational words and coloring squares where necessary. The words must read across and down. The first person to finish his crossword receives ten points; the person with the fewest colored squares receives ten points. The game continues for a predetermined period of time.

CITY SCRAMBLE

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Spelling skills
2. Unscrambling words
3. Solving riddles

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: 20 minutes

ESSENTIAL RESOURCES:
Ditto sheets, drawing paper

INSTRUCTIONAL PROCESS:

Sheet should be labeled or entitled: City Scramble. The directions say, "Below is a description of jobs in a city. Unscramble the letters and find out the name of the worker." Example:

1. I collect trash. aembargagn ________________
2. I make fresh bread. rkaeb _______
3. I am on duty in a hospital. renus ________
4. I deliver letters and packages. mnlaima ___________
5. I am found in a school. cetrhea ______________
6. I respond to a 3-alarm fire. irnmefa ___________
7. I arrange flowers. rtslfio ____________
8. I prevent crime. ampicelon _______________
9. I am the leader of a community. yoarm _________
10. I cut meats. cretuhb ______________

Children may then select one occupation and draw a picture of a person engaged in this occupation.

LOOKING AT OURSELVES AND OTHERS

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Increase awareness of similar and different characteristics of people

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self characteristics

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Seat children in group on floor. Pass several mirrors among the group and have children look in it and at each other. Each student takes a turn telling one way they are different from their classmates and one way they are the same. Follow-up with a discussion on how we are alike and different in many ways. (Regardless of differences we can work well together if we make allowances for differences among people.)

As a supplementary resource to this activity you might like the DUSO kit (American Guidance Services).

NON - VERBAL COMMUNICATIONS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learning colors
2. Learning to communicate non-verbally
3. Developing skills in spacial estimation

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships

ESTIMATED CLASS TIME: 50 minutes

ESSENTIAL RESOURCES:
Classroom objects

INSTRUCTIONAL PROCESS:

Divide the class so that each child has a partner. Give one member of the partner team "secret" instructions. For example the secret instructions might be: to direct your partner without speaking to pick up enough things made of red so that the desk top will be covered. This can be done by pointing, gesturing or any other way you can think of as long as you don't speak.

When the teams have finished, ask the students to identify the color concept that the activity was based upon. Let the students show and tell about the colored objects they found to cover their desk tops. You might give different student teams different colors to hunt. Perhaps the class could write an experience chart about the activity and the colored objects they found.

After the activity, discuss the teamwork needed in this activity. Have the students discuss how they felt about the acitivity. Did they have trouble sending or receiving non-verbal messages? Do they know people who cannot speak, or cannot speak well? (ex. baby brother or sister, a mentally retarded or mute or deaf child/person, etc.) You might discuss their feelings about these handicapped persons.

SUPPLEMENTAL RESOURCES:

Guidance Stories. 6 filmstrips
$36.00 (estimate) Encyclopedia Britannica Educational Corporation

TEARING ME UP

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Understanding and respecting the feelings of ourselves and others
2. Verbalizing feelings

PRIMARY

CAREER EUDCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self concept

ESTIMATED CLASS TIME: Ongoing for one day

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Children are often times unaware that they can hurt another child's feelings through the expression of an unkind work or action. Distribute to each child a small piece of paper with the word "ME" printed on it. Explain to the children that they should carry the paper with them for that day. Have them tear a small piece from the paper each time someone says or does something to them that hurts their feelings. At the close of the day examine each child's paper and discuss some of the feelings he/she has experienced.

SUPPLEMENTAL RESOURCES:

Dimensions of Personality
work text $1.75, group activity sheets $3.75, teacher's manual $5.25
Pflaum Company

Duso (Developing Understanding of Self and Others)
$115 American Guidance Service, Inc.

Focus on Self Development Kit. Level I Awareness
Science Research Associates, Inc.

Me, Myself and I Kit
$16.95 J. C. Penney Co.

DAVID WAS MAD

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Understanding and respecting the feelings of ourselves and others
2. Develop listening skills
3. Develop speaking skills
4. Develop eye-hand coordination skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Developing a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

String, tagboard circles. David was Mad, by Bill Martin, (Holt, Rinehart and Winslow, 1967.)

INSTRUCTIONAL PROCESS:

After reading the story David was Mad to the children, discuss why David felt the way he did. Discuss and list on paper some everyday happenings that make the children feel happy or angry.

Have the class make Feelings Necklaces. Here's how: distribute 20" pieces of string and tagboard circles. Decide which two colors make the children feel happy and angry. Red and yellow are usual choices. Color smiling face on the yellow side and a frown on the red side. Then during the day when the children feel angry or happy they can turn the necklace so that the appropriate side is displayed.

Perhaps the children would like to discuss what made them happy or sad.

SUPPLEMENTAL RESOURCES:

Wally, Bertha and You. puppet kit: two puppets, activity cards, storycards, etc.
$60 Encyclopedia Britannica Educational Corporation

Getting Ready--Sometimes I Feel. 5 filmstrips and cassettes
$57.50 (estimate) Learning Corporation of America

SCHOOL WORKERS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop ability to ask interrogative sentences
2. Develop an experience story for each interview

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Approximately 18 class periods, 30 minutes each

ESSENTIAL RESOURCES:
Two pieces of posterboard, chart papers, felt tip pen, camera, and film. Kids Careers--Filmstrip, "People We Know" and "I'm Glad I Know You." Art and Design Filmstrips--Galveston Texas

INSTRUCTIONAL PROCESS:

Use the filmstrip "People We Know" to introduce the idea of careers. Discuss all the people which the students see daily who have jobs. Develop a list of all the people who work in the school. As a class project, compose a form letter asking these people who work in the school to come to "show and tell" about their jobs.

Before interviewing the school workers, develop a list of job questions such as:

1. What they do
2. Advantages and disadvantages of their job
3. Tools or equipment used
4. Special training or education
5. Who they help or who helps them
6. Special talents required
7. Why they chose their career
8. What basic school subjects relate to their job

Practice asking these questions by having students role-play different school personnel.

Schedule the interviews of the different school workers. Only one person should be interviewed per class period to allow students time to discuss and ask questions about each career.

A picture may be taken during the interview and later attached to an experience story about the school occupation. Each story and photograph is entered in the scrapbook which may be entitled, People we know at School.

The culminating activity is viewing "I'm Glad I Know You" which introduces the students to the various job clusters.

Suggested list of people to interview:

Teacher
Counselor
Principal
Superintendent of Schools
Psychologist
Social Worker
Custodian
Cook
Teacher's Aide
Secretary
Nurse
Dental Hygienist
Bus Driver
Cafeteria Aide

WHAT ARE YOU DOING!?

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learning how the use of pitch, stress and pauses play an essential part in communication
2. Learning how punctuation can reflect feelings in writing

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#20 Develop basic attitudes needed for entry/success in a career
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

The use of pitch, stress and pauses plays an essential part in communication. Have the students experiment with these dimensions of communication to make them aware of their importance in human relations. This may help them improve their ability to interpret what they read and to be more conscious of how punctuation in writing helps us to identify these overtones.

For example, ask the children to play with the sentence, "What are you doing?" They will discover that they can ask at least five questions with these four words, depending upon the tone of voice of the questioner and where the stress is placed.

Experiment with, "Come here,Tom!" Compare the meaning when these words are said in a lilting voice by someone who is smiling, and when they are said soberly by someone who is not smiling or when they are said angrily or sternly by someone whose demeanor is forbidding.

Discuss how punctuation in writing can help us understand the emotions of the speaker. Discuss the importance of tone, pauses and pitch in communicating effectively with each other. Are there ways we can improve our communications?

SUPPLEMENTAL RESOURCES:

How Do You Feel. 6 filmstrips
$42.00 Gordon Flesh Company, Inc.

CALL FOR ASSISTANCE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learn proper usuage of the telephone
2. Practice asking questions
3. Develop communication skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Toy telephone, "Utilities" (Educational Projections Corporation), Pictures of workers

INSTRUCTIONAL PROCESS:

Call your local telephone company for free materials or for materials they can loan you. The filmstrip, "Utilities" should be shown to provide the students with background knowledge about the public utility companies.

Place pictures of workers for children to see. One child is given a toy telephone and is told to stand beside the worker he would like to be. A volunteer is selected to make a telephone call to that worker and to ask for appropriate information or assistance. The worker is to provide this information or assistance.

SUPPLEMENTAL RESOURCES:

Personal Development: Growing Up and Knowing What to Do
6 filmstrips $42.00 (estimate) Troll Associates

Puppet Playmates
Characters (doctors, nurse, policeman, fireman) have openings for child's head and arms. $11.95 (estimate) Instructo Corporation

WHAT'S MY LINE?

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Practice forming questions

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

It is recommended that you precede this game with films that increase the students' awareness of careers. Some suggestions are:

"Real People at Work" A Resource Kit for Teaching Career Awareness (Changing Times Education Service)

"The Kingdom of Could Be You"--Film (Encyclopedia Brittannica Educational Corporation)

"Jobs in the City Series: Construction, Distribution, Manufacturing, Mass Media, Services, Women at Work" (Centron Educational Films, Inc.)

Play the game, "What's my line?" Choose four children to make up the panel to guess the occupation of another child. The panel can ask questions such as, "Do you help direct traffic?" All questions receive a "yes" or "no" response only.

HOW MANY CAREERS CAN YOU NAME THAT.....

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Developing oral vocabulary and speech and communication skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Games could be played whereby the team that gives a larger number of correct answers is the winner. Some sample game questions are:

1. How many occupations can you name that begin with b, f, g, etc.?
2. How may occupations can you name which use machinery? Food? Fabric? Chemicals? Liquids? Wood? Leather? Metals? Plastic?
3. How many occupations can you name which need knowledge of reading? Math? Social Studies? Science? Listening skills?

As supplementary resources you might use the films, "The Kingdom of Could Be You" (Encyclopedia Brittanica Educational Corporation) or "Real People At Work" A Resource Kit for Teaching Career Awareness (Changing Times Education Service).

MAY I HELP YOU PLEASE?

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Verbal communication
2. Reference skills
3. Addition
4. Subtraction
5. Consumer skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Catalogs, play money, dittoed order blanks for each child, dittoed play checks

INSTRUCTIONAL PROCESS:

Do the following before you begin the game:

1. Discuss what catalogs are and why we use them.
2. Discuss how much money is available to spend.
3. Discuss why we use catalog stores.
4. Discuss the differences between a regular store and a catalog store (order blanks.)
5. Set up a play store in the classroom.
6. Explain how to use an order blank. The Game--May I Help You Please?

1. Select someone to be the clerk.
2. Each child must order five different items from the store catalog.
3. Each child must complete an order blank to send.
4. Each child must order from the store clerk.
5. When (after a short length of time) the order comes the child must pay by check or cash.

Do the following after you finish the game:

1. Discern amount of money spent and how it was spent.
2. What were the jobs that people were doing between the ordering and the receiving of goods?
3. How many different jobs can you list?

MAGIC MIRROR GAME

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS

1. Listening and observing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept

ESTIMATED CLASS TIME: 15 minutes

ESSENTIAL RESOURCES:
Hand mirror

INSTRUCTIONAL PROCESS:

Have the children seated in a circle. Show them the mirror, but explain that it is magic. Then rub the mirror with the special cloth while saying, "In the magic mirror I see _____ (then describe one child in detail.) Who is it? (Look closely in the mirror) Why its _____! Then invite that child to come and look in the mirror in order to prove that he/she is in the mirror. Make sure he looks closely in the mirror to note facial detail. Then continue the game describing another child. Continue until all children have been able to recognize their description and have had a chance to look in the magic mirror.

PAPER BAG PUPPETS

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Practice in using descriptive vocabulary.
2. Developing puppet plays.
3. Making paper bag puppets.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#5 Recognize relationship: self-characteristics/decision-making

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper bags, crayons or paints, large appliance box

INSTRUCTIONAL PROCESS:

Have several students make paper bag puppets depicting people in various occupational roles. Other children can make puppets of such people as housewives, shoppers, drivers of automobiles, etc. A puppet stage can be made from a refrigerator or television carton. The class then devises a number of everyday situations in which their "workers" will be placed, i.e. a policeman stopping a speeding car, a supermarket checker and a shopper who doesn't have enough money for her purchases. Have the children discuss these problems and then act them out with their puppets.

WE KNOW ABOUT OURSELVES

LANGUAGE ARTS	PRIMARY
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Learning names, addresses and phone numbers.	#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Construction paper houses, yarn

INSTRUCTIONAL PROCESS:

Select a very large bulletin board, blackboard or space on the wall. When a child is able to tell the teacher his first and last name, a paper house with his name on it is attached to the designated space. When he is able to repeat his address correctly, he receives a roof for his paper house. The dictating of his telephone number earns him a telephone line (a piece of black yarn) from his house to a paper telephone placed in the middle of all the houses.

Explain how this information is important if one gets lost and how a policeman could help a person who is lost.

CAREER WHEEL

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop spelling skills
2. Develop reading skills
3. Develop speaking skills
4. Develop reasoning skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Hula hoop

INSTRUCTIONAL PROCESS:

Conduct a secret ballot. Ask each pupil to write what job or career he'd like to have when he grows up. Make a wheel of fortune from a hula hoop. Attach symbols or labels around the wheel to represent occupations. Suspend the wheel on wire or string from the ceiling. Blindfold each child in turn and have him spin the wheel. The label closest to him is the wheel's prediction of the child's career. Talk about how well the wheel matches the child's wish.

SUPPLEMENTAL RESOURCES:

Workers Charades Game. Student pantomimes occupationally related tasks and demonstrates feelings about performing the task. Other students guess the occupation.

$12.00 (estimate) Education Achievement Corporation

CAREER FANTASY GAME

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop acting skills
2. Develop imagination

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describe the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

An assortment of common objects suggestive of tools or equipment used in diverse occupations. For example, rope, cloth, chair

INSTRUCTIONAL PROCESS:

Have in the classroom a variety of ordinary objects-a piece of rope, cloth, a chair, a cot, a long wooden stick, a toy car, etc.,--that children can use in a fantasy or free association game.

Start a game designed to stretch the children's imagination. For example, take the rope, hold it as a fire hose and say, "I'm a fireman, trying to put out a fire." Then step aside and twirl the rope around your head and say, "I'm a cowboy, and will rope that horse."

Or, take a chair, sit in it and say, "I'm the President, trying to decide to stop a war." Invite a child to take the chair, and say, "Who are you?' Invite the children to bring objects from home that they think could be used imaginatively by their classmates.

After each fantasy session, in a class discussion, bring out the point that there are many interesting jobs for the students to take on when they grow up. Talk about why some of the careers they fantasized about would be rewarding and how a person would prepare for such careers. Suggest to the children that they play this game at home with their parents, or invite parents to class to learn the game. Encourage children to watch for new and different occupations to present in the game.

SUPPLEMENTAL RESOURCES:

Say It With Puppets. Consider themes--family relationships, recycling, thoughtfulness, death, drugs, caring.

$20.00 (estimate) Pflaum Corporation

TAD (Toward Affective Development). A kit including discussion pictures, filmstrip, casette, etc. and teacher's manual.

$90.00 (estimate) American Guidance Service, Inc.

DEVELOPING PERSONAL STORY BOOKS

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Developing writing skills
2. Writing creative stories
3. Reading stories classmates have written
4. Analyzing personal progress in reading and writing

CAREER EDUCATION FOCUS:
(DELLA Statement)

9 Recognize that development of self is constantly changing.
#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships
#22 Acquire skills, good work habits in preparing for a career
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Ongoing Activity

ESSENTIAL RESOURCES:
Homemade Storybooks to write in. Story starter ideas (task cards, art work, magazine pictures).

INSTRUCTIONAL PROCESS:

Make storybooks for each child in the class to write in daily. Use paper that is lined on the bottom and blank on the top so that students can accompany their stories with pictures. Fill the books with enough paper so that a book can last for at least one month. Punch holes in the books, attach strings and hang the books around the classroom. Encourage the children to read each others stories in their free time: Meet individually with each child to read their stories together. Point out the progress that has been made by comparing stories written earlier in the books with stories they are writing now. Encourage students to help each other in spelling words and in thinking of imaginative stories.

HOW TO STIMULATE CREATIVE THOUGHT AND INTEREST FOR WRITING

1. Make task cards with story starter ideas on them.

2. Collect and mount attractively pictures to use as story starters.

3. Ask the children to write stories or captions for their art work.

4. For children who don't have the written vocabulary to write stories, let them dictate their stories to you. They can then copy what you have written for them and practice reading their own stories.

5. Make pocketsize dictionaries for the children which have a letter of the alphabet on each blank page. Whenever the

students need to know how a word is spelled it can be written in their dictionaries (by you or other students) and therefore always available for future reference.

TASK CARD IDEAS: SUGGESTIONS FOR STORY STARTERS

1. Write a story about the funniest thing that has ever happened to you, or someone you know.
2. END your story with the words--and I said I'd never go back there again.
3. What would happen if our shadows became real?
4. Write a story about a friendly ghost.
5. Begin your story with these words--One day.......
6. Begin your story with these words--The astronauts were smiling until.......
7. Begin your story with these words--The baby was crying until......
8. Begin your story with these words--I get angry when......
9. Begin your story with these words--I have always wanted to.......
10. Begin your story with these words--I was so surprised when.......
11. Begin your story with these words--Trick or treating on Halloween was fun until.......
12. Begin your story with these words--Girls (or Boys) are nice but......
13. Begin your story with these words--If I had a robot.
14. Finish this story--In the dark, dark night, in the dark, dark woods, there was a dark, dark house.......
15. Finish this story--The spaceship door opened and.......
16. END your story with these words--And I thought I was the happiest person in the world.
17. Write a story with the title--Ghost Story
18. Write a story with the title--Rain
19. Write a story with the title--Fun
20. Write a story with the title--My Pet
21. Write a story with the title--What I Want To Be When I Grow Up
22. Write a story with the title--Fire!

23. Write a story with the title--My Favorite Places

24. Write a story with the title--My Family

25. Write a story with the title--Danger!

26. Write a story with the title--The Surprise

27. Write a story with the title--My Friends

28. Write a story with the title--Happiness Is.......

29. Write a story with the title--Ouch!

30. Write a story about what would happen if the schools closed forever.

31. What would happen if the sun never shined again?

32. What will you be doing 10 years, 20 years from today?

33. Pretend you are a giant. What would you do all day? Where would you live? Would you be mean or friendly? What would you look like?

34. What would you do if you came home from school and found a dragon in your bed?

35. If you could be a witch for a little while, what would you do? Could you help our classroom? Draw a picture of yourself.

36. Pretend you run away from home and get lost.

37. Write your own comic book.

38. What would you do if you became invisible?

39. What is your favorite TV show? Why?

40. If you had 3 wishes that could come true, what would they be? Why?

41. If you could be someone besides yourself, who or what would you be?

42. What would your shoe say to your other shoe at the end of the school day?

43. If you had a car or an airplane right now, where would you go? Why? What would you see and do?

44. If your dog could talk, what would he say?

45. Write new, mixed-up fairy tales such as Little Green Riding Hood, Little Bo Peep and the Three Bears, etc.

COMING TO SCHOOL I SEE...

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Observing occupational roles in our community and their importance to society

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Assign the children the job of keeping a check list of all the people they see engaged in various occupations as they come to school the following morning. As the children read their lists, copy the jobs on experience paper where the class can readily see them.

After a brief discussion concerning these occupations, have the children write paragraphs describing the type of work one of these people was doing and why the work is beneficial to society.

AUTOBIOGRAPHIES

LANGUAGE ARTS

PRIMARY

CURRICULUM FOCUS:

1. Practice in writing autobiographies

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:
Paper, pencils

INSTRUCTIONAL PROCESS:

Writing autobiographies can help develop self-awareness. In writing an autobiography include some of the nine (9) topics below. Discuss and brainstorm each before writing.

1. One Person: What person has had a great influence on your life--father, girlfriend? What moments show this influence?
2. One Sport: What experience with football, basketball or some other sport has made a deep impression on you? How did it influence your life?
3. One Summer: How did one summer change you? How did it influence your life?
4. One Day: What day was the most important in your life? What day was full of fun, emergencies, sadness? You may want to describe several moments of one day and why they were important to you.
5. One Fear: Each of us had a fear as a child. At what moment was this fear the strongest? In what way has this fear changed or disappeared?
6. One Death: Have you had an experience connected with death? Perhaps a death of a friend, a pet, or even a stranger. What moments connected with the death do you remember most? What special meaning did you derive from this experience?
7. One Pet: How did you get the pet? Describe the first moment of your meeting. What did the pet look like? What moments were the most delightful?
8. One Hope or Dream: What hope or dream for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?
9. One Place: Everyone has spent many happy times in one place--such as a farm, a cabin, a porch, a kitchen, a livingroom, a school room. What moments in this place do you remember most joyously?

THE LEISURE BUSINESS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop ability to classify according to function
2. List information in categories
3. Use reference materials

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#64 Understand interrelationships: leisure time/one's career
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Three hours

ESSENTIAL RESOURCES:
Paper, pencils, crayons/water colors, old copies of leisure-related magazines.

INSTRUCTIONAL PROCESS:

Discuss leisure time activities which interest the class. Select two or three activities with the students and divide the students into interest groups. Each group should research their selected leisure time activity to find out how many occupations it involves. After researching swimming, for example, they should list all the occupations affiliated with it. They could include such occupations as: lifeguard, swimming instructor, business manager, gardener, short order cook, custodian, cashier, concession salesperson, waitress, etc. After each group completes their list, they may illustrate the various occupations, then each group can make a presentation to the other groups.

SUPPLEMENTAL RESOURCES:

Wally, Bertha and You. Puppet Kit: two puppets, activity and story cards, etc.
$60.00 Encyclopedia Britannica Educational Corporation

CAREER AWARENESS FILE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Practice doing research
2. Gathering and filing information

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
Filing cards

INSTRUCTIONAL PROCESS:

Develop a career awareness file for the school library or your own classroom. Have each child learn as much as he can about the occupations of his father or mother or someone he or she knows. Develop with the class a standardized format and specific questions that all of the children will ask. (see interview sheet, appendix for guidelines) Such topics as education, years of experience, salary range and personal job satisfaction could be pursued. Several viewpoints on the same job could prove interesting. Upon completion of the interviews, file cards (one for each occupation) could be made up. As new jobs are discovered, more file cards could be printed and indexed. The cards could then be contributed to the school library for a Career Awareness File. Naturally the author of each card would have his name printed on his card.

CAREER CARDS

LANGUAGE ARTS

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Alphabetizing
2. Categorizing
3. Written language arts skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 30 minutes per career cluster

ESSENTIAL RESOURCES:

Pencils, crayons, 3" x 5" index cards or heavy manila construction paper cut to index card size. Books illustrating various types of careers with a written description of qualifications, etc.

INSTRUCTIONAL PROCESS:

Students will be constructing their own set of "career cards." A picture of the career and title should be placed on the front; and a description of the job should be written on the back of the card. This information should include qualifications, approximate salary, tools, etc.

These cards, once constructed, could be used for an endless variety of activities and games. The cards could be alphabetized, sorted categorically into career clusters, held up as a "flash card" and then a student could be chosen to pantomime the career involved, etc.

OCCUPATIONAL PICTURE FILE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Familiarize students with instruments and tools used in various occupations.

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#17 Recognize role of education in career and life goals
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME: Several days to collect material. One period to match pictures.

ESSENTIAL RESOURCES:
Magazines, newspapers

INSTRUCTIONAL PROCESS:

For a period of a week, ask students to gather pictures of various occupations. Pictures should include various instruments or tools used in the particular occupation. Example: Carpenter--picture of hammers, lumber, saws, etc. When the pictures have been collected, place all the pictures of several occupations on one pile. Several boxes around the room will have names of occupations. Have the students match the pictures to the correct occupation box.

SUPPLEMENTAL RESOURCES:

Career Kits for Kids. Rusty the Construction Worker and Nellie the Nurse
$28.50 (estimate) Encyclopedia Britannica Educational Corporation

"LIVE-O-VISION" CAREER INTERVIEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Oral interviewing techniques and expression.
2. Questioning skills.

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#08 Develop a positive self-concept
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: 10-15 minutes per interview

ESSENTIAL RESOURCES:

A large cardboard box, styled like a television with a large open hole for the screen.

INSTRUCTIONAL PROCESS:

Place the box on top of a table so that the interviewer and interviewee can be seen by the entire class.

Students can take turns interviewing either fellow-students role-playing a particular career, or actual guest speakers. Questions could include those about qualifications, career environments and attitudes, compensations and rewards, etc. (See Interview Sheet, Appendix)

SELF CARICATURE GAME

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Developing oral communication skills

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Why Am I Afraid to Tell You Who I Am? - Character Cards (Argus Publications)

INSTRUCTIONAL PROCESS:

Divide the class into several small groups (8-10) with a group leader. Ask each student to select a card that depicts how he/she sees himself and to explain why he/she chose that caricature card. Ask each student to select a card for another student and to explain why he/she sees that individual in that way. Ask each student to select a card and to act out the feelings characterized on the card. The members of the group are to guess it. If the students would like to draw their own caricatures, suggest they draw themselves by looking at their reflection on the back of a spoon.

SUPPLEMENTAL RESOURCES:

Can of Squirms. (Primary) Game which encourages meaningful, interesting dialog between individuals.
$47.50 per set of nine (estimate), $5.95 each set (estimate)
Pennant Educational Materials

Critical Incident Writing Masters. Each with critical incidents with questions.
$4.95 (estimate) Instructional Fair

LANGUAGE ARTS

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Oral expression
2. Discussion skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#64 Understand interrelationships: leisure time and idleness
#66 Develop positive attitudes toward value of leisure time.

ESTIMATED CLASS TIME: 45 minutes (in addition, time for oral reports and posting the activities)

ESSENTIAL RESOURCES:
Books about hobbies, recreational activities (indoor and outdoor), crafts, etc. Large sheet of paper and marking pens, crayons, etc.

INSTRUCTIONAL PROCESS:

Prepare ahead by dividing the classroom into two equal sectors, one containing no activity materials, the other containing a variety of books, scissors, paper, crayons, paints, toys, games, etc.

When the activity begins, split the class into two groups. Explain that each group may use only the materials within their sector and that they may not leave their sector. Tell the children they have ten minutes of "free time" to do whatever they want (within their sector). After the 10 minutes are up, meet as a large group to discuss their reactions. This could lead into constructing and posting a classroom list of "allowed" leisure-time activities at school or personal lists of leisure-time activities at home. The students could persue the leisure-time books about hobbies, etc. and possibly choose one of their favorite leisure-time activities and prepare an oral report on it.

MAN OVERBOARD!

LANGUAGE ARTS

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Values clarification
2. Art

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
I.D. tags, life raft (if desired)

INSTRUCTIONAL PROCESS:

Using an inner and outer circle formation-have 9 children in the center each wearing a career I.D. necklace. The types of careers chosen could be suggested by the students or the teacher may choose some the class may have already studied. A real life raft may be placed in the center of the inner circle for dramatic effect depending upon the distractability of the students. The teacher introduces the session by explaining that the inner circle students are passengers on a "Career Cruiser" and that the raft can only hold 8 passengers. They must convince the other passengers that because of their careers they are too important to society to throw overboard. At the end of the "persuasion session" the passengers will vote for the one that should be eliminated. The 8 may then sit in the lifeboat while the one not chosen may choose the 9 children to be passengers on the next cruise.

A child could summarize the outcome of each cruise and as the children go back to their seats they could hum - "Row, row, row your boats..." and end with a picture of the life raft filled with 9 important career personnel or a short essay on "The Last Words of the __________."

Example: "The Last Words of the Cook."

"OFF TO THE MOON"

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Encourage decision making
2. Learn job qualifications
3. Increase vocabulary

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters
#42 Know external factors affect decision-making and vice-versa

ESTIMATED CLASS TIME: One class period per occupation

ESSENTIAL RESOURCES:
Paper, pencil, Prior knowledge of occupations through teacher discussion or research

INSTRUCTIONAL PROCESS:

Select an occupation to be discussed. Motivate the students by saying "John is a fine doctor and he has been asked to go to the moon to be the first doctor there. Remember that he is the first and he has no equipment, no medicine etc. Now, what do you think he must take with him?" Use as many questions as you deem necessary to get the discussion rolling.

A list can be made on the board and copied by students. As a unit project, a book could be compiled.

A SCRAPBOOK FOR EACH CLUSTER

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop written language skills
2. Acquire knowledge about community workers
3. Increase vocabulary

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#23 Acquire vocabulary for describing the world of work
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

Paper, pencils, crayons, magazines, construction paper, and brass brads.

INSTRUCTIONAL PROCESS:

To develop an awareness of all the occupations included in a job cluster, develop a scrapbook for each cluster. The students may design their own symbol for the job cluster on the front of each booklet. The job cluster, Public Service, for example, would include the postman, policeman, garbage collector, fireman, teacher, school counselor, etc. After discussing each occupation separately with the use of films, reference books and guest speakers, 2 scrapbook pages may be added to the scrapbook. One page shows an illustration and the second page should include such information as job qualifications, training, tools/equipment, special clothes and related occupations. When the scrapbook is completed, the student will have his own reference for that particular job cluster.

(See appendix for a list of the 15 clusters as identified by the U.S. Office of Education.) The Film series, The Kingdom of Could Be You, (Encyclopedia Britannica Educational Corporation) could be used to provide students with information about the different clusters and occupations within each cluster.

SUPPLEMENTAL RESOURCES:

Kingdom of Could Be You. Sixteen animated 6 minute films, introductory film and one for each career cluster.
$995 for set (estimate), $78 per film (estimate)
Encyclopedia Britannica Educational Corporation

DEPICTING OCCUPATIONS THROUGH PUPPETRY

LANGUAGE ARTS

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Communication skills.
2. Cooperation with fellow workers.
3. Developing plays and scripts.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#29 Recognize materials/processes/tools of occupational clusters
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:

Puppets and materials for their costumes, puppet stage, Occupational Outlook Handbook, list of occupations found in the community.

INSTRUCTIONAL PROCESS:

Have students write plays depicting various occupations. Using puppets have students make costumes and scenery to show the working environment of each profession. Puppets may be dressed in costumes depicting each occupation.

WRITING A CLASS BOOK

LANGUAGE ARTS

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Writing stories
2. Researching information using books and films

CAREER EDUCATION FOCUS:
(DELLA Statement)

#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Paper

INSTRUCTIONAL PROCESS:

Discuss with the class an object they would like to find out more about--for example--cars, motorcycles, airplanes, refrigators, sewing machines, etc.

Research the object as follows:

1. Ask several students, or the entire class to investigate the evolution of the object--who invented it and when, what did the object replace in terms of function, how it has changed since it was first invented, and how it has changed our life style.

2. Ask the students to write stories about their experiences with this object. For example--if the topic is airplanes--ask them to write stories about trips they have taken on airplanes. Perhaps they'd like to make a map and locate the places they have visited on the map.

3. Together develop a list of all the workers involved in the manufacture, distribution, sale and maintenance of the object.

4. Ask the students to draw pictures of what the object looked like in the past, and might look like in the future.

5. Compile, all these materials into a class book.

6. Put the book in the class library for the children and visitors to browse through.

SUPPLEMENTAL RESOURCES:

Families. Filmstrips and cassettes
Help children understand the family needs and recognize how needs are fulfilled.
$66 (estimate) Trol Associates.

SPORTS IN THE NEWS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Increasing reading comprehension.
2. Motivation of interdisciplinary awareness.
3. Stimulation of creative thinking.
4. Expansion of knowledge and encouragement of further inquiry.
5. Learning basic research skills necessary for accumulating data.
6. Learning how to extract key information from accumulated data.
7. Learning to formulate precise questions designed to elicit information.
8. Learning to write a descriptive account of an event.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#27 Understand process of developing a "career"
#30 Realize: work is an integral part of the total life style
#47 Develop a receptivity for new ideas/exploration of new ideas
#62 Develop vocabulary to differentiate leisure time activities
#64 Understand interrelationships: leisure time/one's career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
The Sports Illustrated Learning Program (Time, Inc.) available through ModuLearn Inc.

INSTRUCTIONAL PROCESS:

Obtain copies of Sports Illustrated for the students to read and write questions for each story or order a sample learning program from ModuLearn which includes a Sports Illustrated issue with an individualized learning packet. They will send you a sample which is complimentary. Consider subscribing to the service which provides several copies of each current issue of Sports Illustrated along with several individualized learning packets for each issue. These learning packets develop most language arts skills.

If funds are not available for you to order this program, consider using current magazines as the basis for instruction. Students can write questions for the stories to be answered by their classmates or you can write and/or discuss questions for each story. The opportunities for creativity and variety here are abundant.

INVENTING CAREERS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Improve reading skills
2. Stretch imaginations
3. Improve writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#25 Understand how occupations relate to functions of society
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Science fiction stories in library (suggestions at end of lesson)

INSTRUCTIONAL PROCESS:

The students read stories and also write about things which stretch their imaginations.

Activity One: Provide an opportunity for each student in the class to read at least one science fiction story. This is to stimulate the imagination.

Activity Two: Lead the class in a discussion of the stories. What was "far out" to the students? Can they name some commonplace things now that were "far out" a few years back? (An expert said the horseless carriage was only a dream of the feeble-minded. Six years later Henry Ford produced the one-millionth Ford car. Editors didn't want to support fools so the first flight of the Wright Brothers was not reported in the newspapers of the time).

Activity Three: The students will be working in a career of their own choosing when the third millennium begins. The only limits to what can be accomplished lie within man's ability to dream, to create, to invent. The technology is available, the imagination is needed. Everyone must help. Ask each student to select an area or way of doing something in our environment today that could be improved. (Encourage imaginative new ideas). The ideas could be developed through the decision-making process. Examples:

1. Define the problem.
2. Be certain that the problem exists.
3. Describe in detail the invention.
4. Tell how the invention will solve the problem.
5. Describe any possible bad outcomes.
6. Compare good and bad effects and make decision whether to proceed further.
7. Proceed or revise.

Activity Four: Students can share their inventions with the class through drawings, models, demonstrations, etc. (Note the creation of new areas of occupations).

Related Activities:

1. Invite designers, inventors, etc. to visit the class.
2. Write imaginative stories telling how mankind could benefit.

Suggestions of Science Fiction Stories:

The Stowaway to the Mushroom Planet - Cameron

Matthew Looney's Invasion of the Earth - Beatty

Time at the Top - Ormondroyd

City Underground - Martel

Wrinkle in Time - L'Engle

Have Space Suit-Will Travel - Heinlein

"R" is for Rocket - Bradbury

All are available from the Career Motivation Program, Ohio Department of Education, 1972.

CAREERS IN THE NEWSPAPERS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Reading newspapers
2. Reading the classified ads
3. Writing classified ads

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Classified ad sections of newspaper, D.O.T.--Dictionary of Occupational Titles.

INSTRUCTIONAL PROCESS:

Students use newspaper ads as a way to learn about careers.

Session one: (1) Each student selects ten different jobs that are advertised and identifies one skill in each. (2) Each student identifies a subject in school that will be needed for each job.

Session two: Selecting two of the jobs found in Session one, each student will write an entirely new classified ad for each of those jobs, or something similar.

Session three: (1) From the original ten jobs selected in Session one, the student will select the one requiring the least amount of education and the one requiring the most. (2) Select two jobs that the student would be interested in holding. Have student give an explanation. (3) Select the job that requires the most physical strength and/or dexterity. Ask students to tell why strength and dexterity are needed. (4) Select the occupation that would require being able to work well with other people. Explain. Would you like it? Why? Why not?

SUPPLEMENTAL RESOURCES:

Yellow Pages Career Library. Booklets show people in the real world become models for learning.
$25.00 (estimate) Yellow Pages Career Library

Careers' Elementary Guidance Series. Booklets and posters. Subscription. Eight titles four times a year.
$15.00 (estimate) Careers, Inc.

CAREER CROSSWORDS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Spelling
2. Creating and working crossword puzzles.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class periods

ESSENTIAL RESOURCES:
Pencils, crayons, clear laminated plastic, 1/4" graph paper (may be mimeographed), list of words to help children get started, or sample crossword.

INSTRUCTIONAL PROCESS:

Ask the students to create crossword puzzles of various occupations giving a job description as the "clue." Either laminate them, so the students can work on each others with crayon and wipe their work clean with a cloth, or mimeograph copies of the students' puzzles and distribute them to the other members of the class to work on for fun in their free time.

SUPPLEMENTAL RESOURCES:

Career Awareness Program. 75 booklets covering 15 career clusters.
$39.50 King Features Education Division

Children's Dictionary of Occupations
$5.00 (estimate) Counselor Films, Inc.

CAREER RELAY GAMES

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Spelling career names correctly.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Chalk, blackboard

INSTRUCTIONAL PROCESS:

Students should be divided into teams of even numbers standing or sitting in rows. The first player in each row is given a piece of chalk. At a signal, each of the players with the chalk runs to the board and writes the name of an occupation. Then each player runs back to his row giving the second player the chalk. The second player may write another occupation on the board or he may choose to correct the spelling of an occupation which has been written incorrectly by one of his teammates. The row that finishes first without errors in spelling and with everyone having had a turn, wins.

SUPPLEMENTAL RESOURCES:

Career Flashcards.
$5.00 (estimate) Counselor Films, Inc.

GAME: SCRAMBLED WORDS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Reassemble scrambled words-spelling and phonics practice

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Paper, pencil, list of words identifying careers, Dictionary of Occupational Titles

INSTRUCTIONAL PROCESS:

Print a list of career-related words in scrambled form. Along-side each give a clue, such as the definition, classification, etc. Ask the students to reassemble the words. For example:

eokjcy--a person who rides horses (jockey)
rvergoon--the person who heads the government of a state (governor)

Encourage the students to create their own lists of scrambled words, to share them among their classmates, and work them in their free time.

This activity works well in literature courses when adapted to the novel being read. A list of scrambled words for Twenty Thousand Leagues Under the Sea could include: oceanography, scuba diving, leisure time water activities, etc.

SUPPLEMENTAL RESOURCES:

Childrens' Dictionary of Occupations. Teaches reading and dictionary skills as well as career information.
$5.00 (estimate) Counselor Films, Inc.

The Creative Teacher - A Practical Guide to Classroom Activities. Available for grades 1-6
$3.95 (estimate) J. P. Lilley and Son, Inc.

CAREER WORD GAME

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Structural analysis
2. Syllabication
3. Accented and unaccented
4. Prefixes - suffixes
5. Compound words
6. Silent letters

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME:

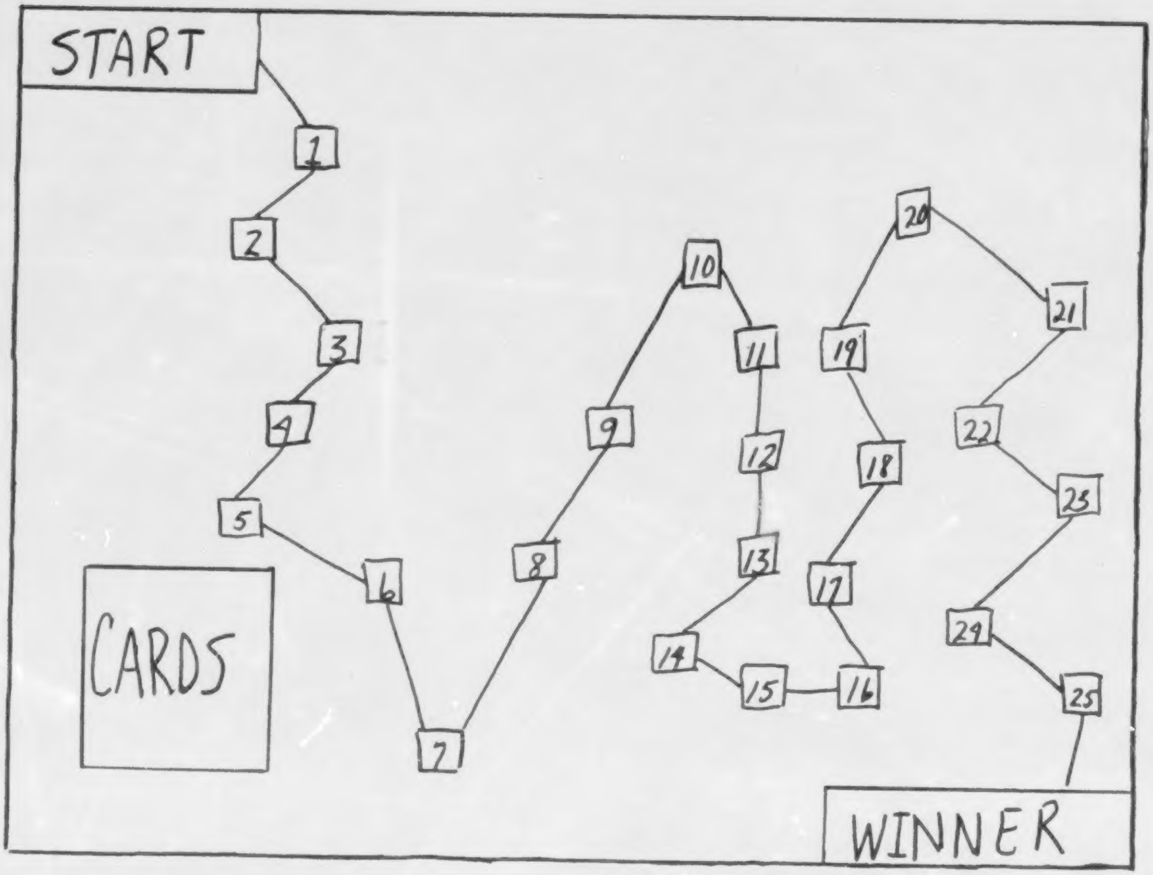
ESSENTIAL RESOURCES:
10" x 16" Game Board - (example attached)
40 pieces of cardboard with question written on back (green)
two markers, answer key, kids can make this game.

INSTRUCTIONAL PROCESS:

Directions: Two people play this game
1. Place green cards face down in the square marked cards.
2. Place markers on start.
3. Pick a card and answer the question.
4. If you are right move the number of spaces the card says.
5. The first person to reach finish is the winner.

Sample cards are:
1. How many syllables in accountant? (move 1 space)
2. How many syllables in bookkeeper? (move 2 spaces)
3. Divide into syllables - delivery man. (move 3 spaces)
4. Which syllable is accented? salesman (move 3 spaces)
5. Add a suffix to what a farmer does. (farming) (move 2 spaces)
6. How many syllables in biologist? (move 2 spaces)
7. What is the suffix in the word carpenter? (er) (move 2 spaces)
8. Divide this word into syllables - dispatcher (move 2 spaces)
9. What two words is bricklayer made from? (move 3 spaces)
10. Which syllable is accented? electrician (move 1 space)
11. Divide into syllables - inspector (move 2 spaces)
12. What letter or letters is silent? plumber (move 3 spaces)
13. What two words is draftsman? (move 2 spaces)
14. Hard or soft g in engineer? (move 1 space)
15. Hard or soft c in civil? (move 1 space)

EXAMPLE OF GAME BOARD


START
1
2
3
4
5
6
7
8
9
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11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
CARDS
WINNER

ABBREVIATIONS AND TITLES OF RESPECT

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Students learn to recognize abbreviations.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Teacher-made bingo cards, flashcards

INSTRUCTIONAL PROCESS:

The following activity is designed to teach titles of respect and abbreviations for various occupations. On teacher or student-made bingo cards, write the abbreviations for various jobs, as well as titles of respect, such as:

Rev. Mgr. Col. Supt. Mr. Miss

Pres. Prof. Lt. Prin. Mrs. Amb.

Sec. Gov. Dr. Asst. Ms. Arch.

On 3 x 10 cards write the words for the abbreviation used on the bingo cards.

The game is played by having the teacher or a student, draw a word from the deck of cards. The teacher then reads the word aloud to the students. The students locate the abbreviations for the words on their bingo card.

CAREER CLUSTERS BULLETIN BOARD

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Word association
2. Career vocabulary

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Six hours

ESSENTIAL RESOURCES:
Magazines, bulletin board, scissors, paste, 15 manila folders/ labeled for each cluster, list of career clusters.

INSTRUCTIONAL PROCESS:

1. Have students examine list of career clusters then post this list so they can refer to it.
2. Ask students to cut out magazine pictures of people working and identify the job and cluster.
3. Have students put pictures in the cluster folder they think is appropriate.
4. Check pictures in the folders with the students and make any necessary changes.
5. Mark off the bulletin board in 15 parts and label each part with a career cluster title.
6. Students then take pictures from folders and place in appropriate part of the bulletin board.
7. Identify which occupations are found in the nearby community.
8. Change bulletin board every month.

FOLLOWING AND GIVING DIRECTIONS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Ability to follow directions.
2. Ability to communicate clearly and concisely.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Blindfold

INSTRUCTIONAL PROCESS:

The following activity is designed to make students aware of the importance of communication skills in many career situations.

The object of the game is to have a blindfolded student locate a specific object in the classroom by following the directions of a fellow student.

Divide the students into pairs. One student will be blindfolded and the other will be the "Director." The teacher will place an object (i.e., eraser) somewhere in the classroom. The "Director" will give directions to the partner to reach the object. The number of directions given to the student will be counted. The team who uses the least amount of directions to reach the object is the winner.

Discuss why it is important to be able to communicate effectively.

TELEPHONE SKILLS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Correct telephone usage
2. Improving verbal communication

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills.

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Bell Teletrainer or two phones

INSTRUCTIONAL PROCESS:

Using the Bell Telephone Company's "Bell Teletrainer" or two phones located in different rooms, have students practice telephone skills.

The following activities may be conducted:

1. While in a different room, have one student make a local call to another student. Give the student the responsibility of answering correctly, carrying on a conversation, and hanging up at the correct time.

2. Have students practice taking short telephone messages.

3. Demonstrate Direct Dialing Long Distance telephone calls (within and outside the area code numbers).

4. Demonstrate operator-assisted calls, collect calls, person to person calls, etc.

INTRODUCTIONS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Students learn to make proper introductions.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: 45 Minutes

ESSENTIAL RESOURCES:
Videotaping equipment

INSTRUCTIONAL PROCESS:

Discuss the appropriate way to make introductions. Select several students each morning to make introductions to each other. After practicing the process of making introductions, have students select names of workers from a hat and make introductions and describe what the worker does in his/her job. Videotape the introductions and discuss them later.

Discuss how each student could improve their introductions and descriptions of workers. Stress the importance of speaking clearly and smoothly and being poised.

STORYTIME: MIGRANT FAMILIES

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Developing listening skills.
2. Developing problem-solving skills.
3. Learning some Spanish words.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#34 Recognize that occupational stereotyping is undesirable
#28 Understand the relationship: Occupational role/life style

ESTIMATED CLASS TIME: One class period or 15 minutes a day until story is finished.

ESSENTIAL RESOURCES:
Tomato Boy by Mariana Prieto (1967, The John Day Company); other books dealing with the theme-"Migrant Workers and Families" **are**: When Carlos Closed the Street by Mann Miles (1969, Coward); Hoagie's Rifle-Gun by Miles (1970, Atlantic).

INSTRUCTIONAL PROCESS:

Read to the class the story Tomato Boy, or other stories dealing with a similar theme such as poor people or migrants.

Tomato Boy is the story of Davey who wants a new red shirt to wear at the school show where he will play music on the drums. He finds a job selling tomatoes from house to house in Miami so that he can make enough money to buy the shirt. His friend Paco needs shoes so that he can dance in the show but his parents are migrant workers and cannot afford to buy the shoes. Davey realizes that soon Paco will be gone and he may never see him again so he buys his friend a pair of shoes knowing that he won't have enough money left over for his shirt. However, a sudden adventure enables Davey to play the drums in the show.

THINGS TO TALK ABOUT BEFORE READING TOMATO BOY

1. Find Miami, Florida, on a map. Davey lives near there. What kind of weather does Miami have? Do you think tomatoes and beans and oranges would grow well there?

2. Have you ever tried to sell anything? Are most people kind to people who are selling? Are some people cross? Which are you?

3. What are migrant workers? What kinds of work do they do?

THINGS TO TALK ABOUT AFTER READING TOMATO BOY

1. Have you ever rescued someone in an emergency? Did you know just

what to do? How did you feel just as the emergency happened? How did you feel after it was all over?

2. Think of emergency situations. Together imagine ways to handle these situations.

3. What problems do you think a migrant family would have? What would it be like to move from place to place and not have a steady, guaranteed income for the family?

SUPPLEMENTAL RESOURCES:

Countdown for Listening. 6 cassettes or records. Teaches phonics, reading and oral skills.
$29.95 - $39.95 Educational Activities, Inc.

Can of Squirms. Game. Encourages meaningful, interesting dialog between individuals.
$47.50 per set of nine (estimate), $5.95 each set (estimate) Pennant Educational Materials

BLUE - EYED CHILDREN

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop interpersonal communication skills

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Day one: Teacher announces that blue-eyed children are superior and all others are inferior. She continues by greatly praising the blue-eyed ones and degrading the others. The others will have to wear paper collars and may not talk, sit by, or play with the blue-eyed students.

Day two: Reverse the situation.

Day three: Discuss the feelings the students felt in each of the roles and how they felt toward the others of each group.

You may want to give the first DUSO lesson as a follow-up, "I'm Glad I'm Me", (American Guidance Service)

SUPPLEMENTAL RESOURCES:

First Things: A Strategy for Teaching Values. 3 filmstrips with cassettes or records
$22.50 (estimate) Guidance Associates

Dimensions of Personality: Here I Am and I'm Not Alone
student text $2.25-$2.85, teacher's edition $4.45-$5.25, spirit masters $2.00-$3.10 Pflaum Company

Focus on Self Development Level II Kit. 5 filmstrips, records or cassettes, etc.
$121.00 (estimate) Science Research Associates

ADDING MUSIC TO POETRY

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Recite poem and/or add sounds according to personal interpretation.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:
One or more poems, selected for their rhythmic or sound possibilities, attractively displayed. Various percussion instruments or found sounds.

INSTRUCTIONAL PROCESS:

This activity could be used in a learning station for 2-3 students.

Read the selected poem aloud; ask if someone could find or make an appropriate sound at the end of the first line, and so on. Work out a short poem in class. Encourage students to do the soundmaking at the end of each line rather than concurrently with the speaker, so the speaker can be clearly understood. Look for descriptive elements in the poem (including silence) or rhythmic patterns to echo. Ask if there should be any change in the speed or volume.

After the example has been done with the class, give the 2 or 3 students 10-20 minutes to work on a different poem. One of the students will have to be the reader. Have them perform for the class after they have practiced.

THIS IS THE SOAP THAT JACK MADE

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. To be able to list things in sequence.
2. To be able to participate in a positive manner in a group discussion.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One class period (45 min.)

ESSENTIAL RESOURCES:
Piece of soap, area in which class might sit on the floor in a circle, copy of the nursery rhyme, "This is the House that Jack Built"

INSTRUCTIONAL PROCESS:

Seat pupils in a circle on the floor. Read to them "This is the House that Jack Built." Show them the soap. Tell them that they are going to make up a similar story about how the soap was made and bought. Going around the circle, the first pupil will name the last person he thinks handled the soap. Ex: I am the man who bought the soap. The second pupil in the circle will name the next to last person who might have handled the soap. Ex: I am the man who checked out the soap to the man who bought the soap. The third pupil in the circle, names the person who handled it before that, and so on. Ex: I am the man who stocked the shelves for the man who checked it out for the man who bought the soap. Go around the circle, working backwards into the "history" of the soap, imitating the format of the rhyme, "House that Jack Built."

Follow with a discussion of all the people that were involved in making the soap. (This can be done with candy or any other object).

INTERESTS, HOBBIES AND WORK

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Writing

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#62 Develop vocabulary to differentiate leisuretime activities
#64 Understand interrelationships: leisure time/ one's career

ESTIMATED CLASS TIME: Four short sessions

ESSENTIAL RESOURCES:
Paper, pencil

INSTRUCTIONAL PROCESS:

Students identify interests and hobbies and attempt to relate these to the world of work.

Session One: The teacher leads the class in a discussion which should terminate in a working definition of what constitutes a hobby. Students may then be given opportunity to briefly mention their own hobbies.

Session Two: The teacher leads the class in a discussion of interest areas (as different from hobbies). Students may then discuss their own interest areas.

Session Three: Each student will write a short paper which defines the relationship between the interest one has with the work one does (hobby).

Session Four: The class discusses the possible ways of searching for a career (work) which will be compatible to one's interests.

SUPPLEMENTAL RESOURCES:

Explore, Unit I. Filmstrips with sound. Teacher's guide, Hobbies, Jobs.
Extra Curricular activities become stepping stones to careers.
$99.50 (estimate) Scholastic Book Services

INTERVIEW: PARENTS' CAREERS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Develop effective oral communication skills.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Two or more class periods

ESSENTIAL RESOURCES:
Paper, pencil
May want to reproduce questions below

INSTRUCTIONAL PROCESS:

Have students develop a career information form for learning all they can about their father's or mother's career.

Sample: Career Information Form

1. What do you do in your work?
2. What is the work location and setting?
3. Is special clothing required? If so, what?
4. How much is the usual pay?
5. Does your work have rewards other than pay? If so, what?
6. Is special training required?
7. Can both men and women do this work?
8. Do you enjoy your work? Why or why not?
9. What do you like best about your work? Least?
10. What kind of people usually do this type of work best?
11. What kind of training/education is required for your work?
12. Do you have to purchase any tools for your work?
13. What kinds of tools does your work use?
14. Do you need to take any of your work home to do?
15. What are some qualities needed for job success?

Students will spend 1/2 day "on the job" with one of their parents or a resource person if a parent is unavailable, learning all they can about that career. They will fill out a form with this information. During the other half of the day, they will share their experiences with their classmates.

A "Career Book" could be made with these forms.

TWENTY QUESTIONS

LANGUAGE ARTS	INTERMEDIATE

CURRICULUM FOCUS:

1. Developing research skills
2. Developing interviewing skills
3. Developing oral communication skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/ qualifications of occupations

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:
Occupational Outlook Handbook, Career Information Briefs - Career Education Service, CSIU, P. O. Box 213, Lewsiburg, PA 17837

INSTRUCTIONAL PROCESS:

Ask the students to research an occupation using career information sources such as career information briefs or kits, the Occupational Outlook Handbook, and interviews with people engaged in various occupations. After they have done this they are given the opportunity to "stump" their classmates in a "What's My Line" game. The class asks the student guest questions that can be answered with a "yes" or "no" response. Typical questions might be, "Does your occupation require four years of college?", "Is your job a 'white collar' job?", "Does your job involve working as a member of a team?", and "Is the demand for a person in your occupation increasing?" The class can ask a maximum of 20 questions in its attempt to identify the occupation of the student guest. The classroom teacher, or student panel verifies the player's responses for scoring. Students win if the class is unable to identify their assumed occupation within the 20-question limit. If all occupations are guessed before the limit is reached, the student who was asked the most incorrect questions is declared the winner.

SUPPLEMENTAL RESOURCES:

When You Grow Up. 16mm film, 8-10 minutes. Exposing students to the world of work.

$175 (estimate) Counselor Films, Inc.

CAREER CHARADES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Practice in pantomiming.
2. Developing non-verbal communication skills.
3. Developing inference skills.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:
Names of careers on slips of paper

INSTRUCTIONAL PROCES:

Write the names of careers on slips of paper (one for each child). Be sure the selected career lends itself to pantomime. Each student selects one. Ask for a volunteer to start the game. He or she pantomimes the career. The student who guesses it is next to pantomime. This game requires that the student have an understanding of career characteristics.

You may want to elaborate on this game for further activities in role-playing, short dramatic plays and additional pantomimes. Critiques can be made by students to help in recreating the same careers in different ways.

CAREERS IN LANGUAGE ARTS

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Motivate the children to do well in English

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize the relationship between the school environment/larger society

ESTIMATED CLASS TIME: Three or more class periods

ESSENTIAL RESOURCES:
Film, "School and Jobs," Bread and Butterflies series (Agency for Instructional T.V.)

INSTRUCTIONAL PROCESS:

Discuss jobs that require specialization in English. e.g. actor, clergyman, lecturer, broadcaster, advertiser, editor, librarian, reporter, writer, etc. Invite some of these persons to the class to speak about their jobs, the skills they need in their jobs and the satisfaction they get from their jobs. (See interview sheet in appendix) After viewing the film, develop the idea that the school is a microcosm of the world of work.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Available on request from the Pa. Dept. of Education and Intermediate Unit Instructional Materials Centers. Fifteen fifteen-minute videotapes or 16mm films. Excellent teacher guide.

CAREER EXPLORATION PROGRAM

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Letter writing
2. Telephone techniques
3. Verbal communication
4. Social awareness

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#06 Understand and use the concept "role"
#10 Develop a sensitivity toward and an acceptance of others
#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#30 Realize: work is an integral part of the total life style
#46 Recognize the need for making a meaningful career choice
#47 Develop a receptivity for new ideas/exploration of new ideas
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two classes for preparation, one day visit, one class report and discussion

ESSENTIAL RESOURCES:
Chart for planning places to visit (attached)
Sample letter (attached)
List of businesses, industries, government offices

INSTRUCTIONAL PROCESS:

In order to organize and operate a career and occupational exploration program, follow these five easy steps.

Step 1: Construct a list of volunteers from the community who might be interested in participating in the program. (Allow your students to suggest places they would like to visit). Send these prospective participants a brief letter explaining your objectives (see sample letter attached). This way they will have a chance to decide whether or not they wish to become involved before you contact them by telephone or visitation to receive a commitment to the program.

Step 2: Construct a list of parents and/or college students who would be interested in participating. Parents might be recruited through newspaper articles, telephone calls, the local P.T.A. or by mail. The college students could be reached through a Dean or a professor at a local college. Once again a brief description of the program should be made available before commitments are made.

Step 3: Construct a list of children interested in participating. After step one is completed, the teacher might motivate additional students by listing the places to be visited. When places such as the animal hospital, a local florist and McDonald's appear on the list, there will be no problem getting children to volunteer.

Step 4: Coordinate a schedule of names, dates, times and places for all those involved in the program. A sample chart is attached.

Step 5: After a child or a group of two or three children has chosen a place to visit, the educational experience actually begins. Now the student preparation begins. As the children prepare for their visits, they must compose a list of questions to ask. They also should know how to operate a cassette tape recorder and a camera. During the visit the student or group is required to find the answers to their questions by conducting interviews, observing and participating. They also are required to take pictures or slides. Upon returning to the classroom, these slide presentations and photo stories can be shared with the other members of the class.

Ways of evaluating your program include surveys, interviews and viewing the audio-visual presentations. The possibility also exists that the visits may serve as motivation for other mini-units of study, such as flower arranging or terrarium building.

SAMPLE LETTER

Date:

Dear ________:

The term "Education" means different things to different people. As a teacher of young people I am concerned that these future leaders learn about the environment in which they will be assuming roles and responsibilities. To give them a better understanding of their environment and to acquaint them with the careers available to them, I am inviting you to allow these children to learn through direct experience.

I would like to send one elementary student ranging in age from 10-12 years and a college student to experience one working day in your business establishment. Hopefully, these two people would be able to spend the equivalent of a school day (9:00 - 2:00) learning in a different educational setting.

If you are interested in participating in this program, please call the school and give your name to the secretary. Upon receiving your name, I will contact you to clarify further details.

Thank you,

Teacher
Subject-Grade
School

CHART FOR PLANNING PLACES TO VISIT

	Date: Time of visit:	Name of Student Class: Teacher:	Name of Adult Telephone:
Business, Industry, or Gov't office: Address: Telephone: Contact person:			

GAME: CAREER SQUARES

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Developing library research skills.
2. Developing oral and written communication skills.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Occupational Outlook Handbook
Career Information Briefs - Career Education Service, CSIU, P.O. Box 213, Lewisburg, PA 17837

INSTRUCTIONAL PROCESS:

Game - "Career Squares" modeled after the TV program "Hollywood Squares." Using sources of information such as career briefs, the Occupational Outlook Handbook, commercial kits and interviews with people engaged in various occupations, each student pursues the study of a particular occupation, thereby becoming qualified for "star" status on "Career Squares." In preparation for playing the game, the students write true/false questions (usually 6-10) pertaining to the occupation they have researched. They then submit these questions to a panel of judges composed of their teacher and some of their classmates for proofreading, revising and verification.

As soon as nine "student stars" have qualified to play, a tic-tac-toe diagram is drawn on the chalkboard, complete with a list of occupational categories as shown in the example below. Next, the class selects two contestants and a master of ceremonies, and the contestants alternate selecting a star category. Once a category has been chosen, the MC reads a question and "the star" answers true or false. The contestant then must state if he or she agrees or disagrees with the "star's" answer. If the contestant correctly agrees or disagrees, he is awarded the square. The game continues until one player has three squares in a straight or a diagonal line. If neither contestant wins in the usual tic-tac-toe manner, the game is won by the contestant who has been awarded the most squares. The first contestant to win two out of three games is the champion and can be challenged by another class member.

Example:
Plumber
Chemist
Teacher
Nurse
Veterinarian
Carpenter
Electrician
Secretary
Lawyer

GAME: JOBARDY

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Communication skills (verbal and written).

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Career Brief-Career Education Service, CSIU #16, Lewisburg, PA 17837

INSTRUCTIONAL PROCESS:

Game JOBardy, based on TV game Jeopardy. Topics need to be selected. They can be limited to a few specific occupations or expanded to include job clusters such as science, business, and health careers. After the selection of a topic, the students conduct research into the occupations to be included in the game. This research may take the form of personal interviews, reading occupational briefs, or any other available source of information. There are usually five different question categories for each topic-job description, earnings, training needed, trends and tools used. The students construct questions in these areas and write them on a piece of paper. A moderator reads the questions to the class. The class is arbitrarily divided into teams. For example: in a class of 30 students, they could be arranged in 5 rows with 6 students in each row. The students in the first seat of each row have the chance to answer the first question. The first student to raise his hand has the chance to answer. If his answer is incorrect, the other students in the first seat have a chance to answer. If his answer is correct, or whoever answers correctly selects the next category and point value. The corresponding question is then read, and the same procedure is used for the second row, etc. An example of a 10-point question in the Health topics--"tools used" category might be "a cutting instrument used by a physician in surgery." A 30-point question in the "job description" category might be "requires knowledge of first aide skills, ability to react in emergency situations and skill in driving." An example of the chart which goes on the board is as follows:

Topic: Health-Related Occupations

Point Value	Job Decription	Earnings	Training Needed	Tools Used
10				
20				
30				
40				
50				

THREE CAREER WEEKS-
JOBS OF THE PAST, PRESENT, FUTURE

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Vocabulary building.
2. History of local town.
3. Creative writing.
4. Reading.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#56 Recognize that society needs labors of all its people
#45 Develop criteria for judging how careers meet life goals

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Workers in the community, history books, science fiction books, Dictionary of Occupational Titles, films, slides, filmstrips

INSTRUCTIONAL PROCESS:

First Week-Jobs of Long Ago

(Blacksmith, sheep shearer, soap maker, candlemaker, logger, etc.).

1. Make candles, butter, etc. in the classroom.

2. Conduct a class discussion about these jobs.

3. Have children research and write stories about these jobs. Also, ask students to illustrate their stories.

4. Have students interview older people in the community.

5. Use new vocabulary words as a spelling list.

6. Write a short play involving these careers.

Second Week-Jobs of the Present

1. Ask parents to visit school and discuss their jobs, interview other workers, visit job sites.

2. Students may be able to spend a day with a person of their choice. If so, ask students to take pictures, interview the person, and report back to their class.

Third Week-Jobs in the Future

1. Students should be imaginative. Ask students to invent new jobs and list the careers these new jobs would replace.

2. Have the students write stories about these new jobs.

3. Build some new machines-robots, electric boards to be used with the new jobs.
4. Again, use new vocabulary words for a spelling list.
5. Prepare a puppet show or play. This may be adapted to any of the three job eras.

HERITAGE EXCHANGE

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Library skills
2. Writing skills

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#16 Understand need for continuing education in a changing world
#18 Recognize developmental processes occurring in and out of school
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Ongoing for one year

ESSENTIAL RESOURCES:
Library, museums, historical places, local people

INSTRUCTIONAL PROCESS:

It is the intent of this activity to help the students to become aware of their own environment and that of others in America.

A. Find a school in another part of the country or state with which to exchange information.

B. Pick areas of interest to exchange information about.

  1. Local histories.
  2. Types of people who settled this area.
  3. Customs of this area.
  4. School-activities, sports, classes, etc.
  5. Occupations.
  6. Etc.

C. Have children make reports, collections, interviews (tape), draw pictures, take pictures, etc. describing their own school and community.

D. Make an oral report of the information collected to the class.

E. Send this information to the cooperating school.

F. Display, listen, and read materials sent to you from the cooperating school.

THEN AND NOW

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Research skills
2. History
3. Writing skills

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#18 Recognize developmental processes occurring in and out of school
#19 Realize technological changes demand retraining of workers
#31 Develop positive attitudes toward employment
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two or three class periods

ESSENTIAL RESOURCES:
Library resource books relating to changes in careers, inventions.

INSTRUCTIONAL PROCESS:

A. Discuss various occupations-what the students think a person does in a particular vocation.

B. Have the students pick a "job."

C. Research and report on what a person did ten, twenty or thirty years ago in that job. Research and report on what a person does now in that job. What tools are different?

D. Draw two pictures-showing a person doing that job then and now. Include tools used, if applicable, in the picture.

E. Report to class and/or display in room.

LEISURE AND CAREERS

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Library use
2. Math
3. Communication skills
4. Composition guidelines

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#64 Understand interrelationships: leisure time/one's career

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Reference books, newspapers, magazines, community members in "leisure time" careers

INSTRUCTIONAL PROCESS:

Session one: Invite the class to help develop a list of adult leisure time activities. Students interview adult members of their families, as well as neighbors and friends, as to how they spend their leisure time and then report to the class on their findings. Also ask them to find pictures from newspapers and magazines which depict leisure activities.

Before the reports are typed, add any new activities students may have discovered to the original list. The final product might include leisure activities such as gardening, model building, welding, etc. Students should be asked to mark unusual hobbies that they never heard of before or don't understand.

Session two: Have the class catagorize the activities into those that require training, special equipment, or an investment of money, and those that do not. Have interested students make a bulletin board for each category using the collection of pictures from newspapers and magazines.

When the bulletin boards are constructed, ask students to react to the statement "your leisure is our business." Ask them to describe new careers that are opening up because of a general increase in leisure time. Invite discussions of factors that promote increased leisure time. Explore the psychological implications of leisure.

Using local newspapers and telephone books, have the students identify organizations in the community that provide space, equipment, and lessons for people interested in pursuing leisure activities.

Session three: Have the class pick one leisure time career area and develop a comprehensive chart of all the observations and hidden occupations possible.

As an additional activity, the teacher can arrange to involve an entire class in one of the leisure activities. For example, bowling once a week can be part of the Physical Education program. Students can apply mathematical skills in score-keeping and playing a game. Students can interview the manager, cashier, instructor, snack bar attendants, about their rewards and responsibilities of their jobs.

Additional activity: One Language Arts class might be devoted to writing letters to manufacturers of bowling equipment, builders of bowling alleys, designers of bowling clothes and inquiring about the many careers in the production of these commodities.

SUPPLEMENTARY RESOURCES:

Explore Unit 1 Work? Play? Kit. Beginning serious investigation into working and how people determine their attitudes toward work.

$99.50 (estimate) Scholastic

CAREER QUALIFICATIONS

LANGUAGE ARTS	INTERMEDIATE
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Learn and use the technique of outlining	#26 Determine characteristics/ qualifications of occupations

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:
Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

Make an outline using a career grouping as the main heading and list the jobs involved in each section. Include the qualifications or requirements for each job. Example:

ELECTED GOVERNMENT WORKERS

I. President
    a. must be at least 35 years old
    b. must be native-born citizen

II. Vice President
    a.
    b.

III. Senator

IV. Representative

V. Governor

VI. Mayor

etc.

SUPPLEMENTAL RESOURCES:

Election. A game explaining the workings of the political process. $5.35 (estimate) Educational Games Company

WRITING AUTOBIOGRAPHIES

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Practice in writing autobiographies.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: Variable, depending on number of assignments

ESSENTIAL RESOURCES:
Paper, pencils

INSTRUCTIONAL PROCESS:

Writing autobiographies can help develop self-awareness. In writing an autobiography include each of the nine topics below. Discuss and brainstorm each before writing.

1. One Person: What person has had a great influence on your life--father, girlfriend? What moments show this influence?

2. One Sport: What experience with football, basketball or some other sport has made a deep impression on you? How did it influence your life?

3. One Summer: How did one summer change you? How did it influence your life?

4. One Day: What day was the most important in your life? What day was full of fun, emergencies, sadness? You may want to describe several moments of one day and why they were important to you.

5. One Fear: Each of us have had a fear as a child. At what moment was this fear the strongest? In what way has this fear changed or disappeared?

6. One Death: Have you had an experience connected with death? Perhaps a death of a friend, a pet, or even a stranger. What moments connected with the death do you remember most? What special meaning did you derive from this experience?

7. One Pet: How did you get the pet? Describe the first moment of your meeting. What did the pet look like? What moments were the most delightful?

8. One Hope or Dream: What hope or dream for the future do you have? Would you like to have a certain job? What have you noticed about the job as you watched others doing it?

9. One Place: Everyone has spent many happy times in one place--such as a farm, a cabin, a porch, a kitchen, a living room, a school room. What moments in this place do you remember most joyously?

LETTER WRITING

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Students learn to write letters.
2. Students learn to address envelopes

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: Three hours

ESSENTIAL RESOURCES:
Stamps, writing stationery and envelopes.

INSTRUCTIONAL PROCESS:

As a final activity for a unit on letter writing, have each student write a brief friendly letter to himself. As part of the exercise, the students shall be required to correctly address and stamp an envelope. A walking field trip may then be taken to a variety of mailboxes in the community where students mail their letters. The eventual arrival of the envelope proves to be self-reinforcing.

Discuss how many careers were noted during the total process? Be sure not to limit the careers to mail handling. (Include making mailboxes, building post offices, etc).

"UNDELIVERABLE MAIL"

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Learning the importance of correctly addressed envelopes.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#15 Be aware of multiplicity of skills, knowledge in education
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: 45 Minutes

ESSENTIAL RESOURCES:
Envelopes

INSTRUCTIONAL PROCESS:

As a supplemental activity to a unit on letter writing, make a display of "Undeliverable Mail" (envelopes only) demonstrating things such as: insufficient postage, incomplete address, address unknown, etc.

Discuss how this compounds problems for employees of the Postal System. Discuss the importance of the Postal System to the functioning of society. What are the different jobs available in the Postal System? In a discussion bring out the idea that a postal worker is employed by the federal government. List the advantages and disadvantages of working for the government. (Example: many paid holidays, seniority, regular hours, no strikes, limited pay increases, etc.).

OPEN-ENDED SENTENCES

LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Develop skills in presenting one's feelings and ideas through writing.

CAREER EDUCATION FOCUS: (DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:

If you have received training in the Human Development Program, these open-ended sentences could be used as cues in a Magic Circle.

INSTRUCTIONAL PROCESS:

Explain what an open-ended sentence is. Have each student complete these open-ended sentences:

People who know me well think I am..........

My favorite color is..........

If I had $50, I would..........

My favorite vacation would be..........

I used to be.........., but now I'm..........

On Saturdays, I like to..........

I am good at..........

My favorite pet is..........

Careers that interest me are..........

If I could be anyone in the world I'd be..........

A fun time would be..........

My happiest time was..........

Something that makes me sad is..........

Friends are..........

My family..........

School is..........

Work is..........

Allow students to discuss their choices!

BUILDING A GREENHOUSE

LANGUAGE ARTS

CURRICULUM FOCUS

1. Testing knowledge of biology
2. Increasing vocabulary
3. Descriptive writing

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Three-six class periods or longer depending on depth of study.

ESSENTIAL RESOURCES:
Plan for a greenhouse, Dictionary of Occupational Titles, Science books-biology, Pictures of greenhouses, Occupational Outlook Handbook, horticulture references

INSTRUCTIONAL PROCESS:

Activity one: Students are directed to design a greenhouse. This requires a sketch, dimensions, material. (Pictures of greenhouses will help. Student imagination should be encouraged. Ask about geodesic dome.) Near the end of this activity ask the students to list the type of workers needed to complete the greenhouse. Why would anyone need a greenhouse?

Activity two: Using the provided list of terms as a base, ask the students to list all the things needed in a greenhouse. Define the terms. Prepare an article for a newspaper that explains what is done in a greenhouse.

Activity three: Build a model of a greenhouse, including the interior. Prepare signs to stand at appropriate locations indicating the workers needed to build and operate the greenhouse and the skills required of each.

I WONDER

LANGUAGE ARTS

CURRICULUM FOCUS:

1. Arrange sounds to match poem and slide.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self characteristics/performance

ESTIMATED CLASS TIME: One Week

ESSENTIAL RESOURCES:

Discarded 35 mm slide and pipecleaner per student, bleach--in several small containers, 4-6 jars, glass stain. Collected and acoustical sounds: tone bells, percussion sounds, xylophones, autoharps, etc. Reel to reel tape recorder and tape, slide projector, sheet or very large projection screen, newspapers, box of Q-Tips.

INSTRUCTIONAL PROCESS:

1. Write a list poem

Motivate students to think about things they truly wonder about. On a small piece of paper, have them write the words "I wonder' and the complete this sentence. Collect the students' sentences and read them aloud; the total effect being a cumulative or a list poem. (Keep them anonymous)

2. Making slides

Remove emulsion from an old slide by dipping Q-Tips in bleach and gently rubbing the slide. Using pipe cleaners, add glass stain drops for fresh colors, let colors mix randomly. Be sure that the students write their names on the cardboard margin of their slides. (Protect all areas, glass stain really stains!) Show slides (after drying 5-10 minutes) on a very large screen.

3. Evaluating

Return slides and a copy of the list poems to each student. Allow them to decide if their sentences "link-up" with each others. Some students may want to rewrite their sentences. This is a self-evaluation process.

4. Adding Sounds

List names of sounds on the blackboard. Make sure that they have had some opportunity to experiment with these sounds-perhaps they have collected some of them. Ask them to write down several sounds that will carry out their theme. Working in groups of 2, 3, or 4, allow a 5-minute practice period. Have them line up near the tape recorder when they are ready. Then each student speaks his "I Wonder" sentence, followed by the sounds as planned, into the tape recorder.

Remind them to make the sounds as descriptive as possible! Use loud, soft, crescendo volumes, etc. But ALL final composition decisions must be made by the students. If they ask for help, refer them to their working group for advice.

Deposit slides in tray to keep whole sequence in order.

5. Sit back and enjoy

Play back the tape and show the slides (they have learned to run the machines by now) on large screen, with students seated informally around the projection area.

INDEX OF TITLES

MATHEMATICS

PRIMARY

Arithmetic Readiness

MATH TOOLS OF THE TRADE 106
CAREER/SITUATION MATH 107
POLICEMAN: EQUIPMENT COUNT 108

Graphs and Measurements

BIRTHDAY GRAPH. 109
GROWING RECORD. 110
THE METRIC SYSTEM-HEIGHT AND WEIGHT 111
DOUGH DAY 112
BAGGING BOLTS 113

Money

A CLASS RESTAURANT. 114
GROCERY STORE 115
VENDING MACHINES. 116
MAY I HELP YOU PLEASE?. 117

Geometric Shapes

TRIANGLE, CIRCLE, SQUARE. 118

PRIMARY/INTERMEDIATE

Geometric Shapes, Time

INTRODUCING BASIC SHAPES. 119
THE TIME CLOCK. 120

Graphs and Maps

READING CLASSIFIED ADS. 121
MAP RAP 122

Money

CLASSROOM GROCERY STORE 123

INTERMEDIATE

Computation

COMPARING CAREERS MATHEMATICALLY. 124
MATH LEARNING CENTER. 126
USING MATHEMATICAL SKILLS IN A MATCHING GAME. 128
THE TELEPHONE DIRECTORY AS A RESOURCE 129

HOW MUCH GARBAGE DO YOU THROW AWAY? 131
WEEKLY BUDGET PLAN. 132
PLANNING AND BUDGETING. 133
BUDGETING 134
WISH LIST 135
PAID STUDENTS 136
OCCUPATIONAL MATH PERIOD. 137
CHECKING THE CHECKER. 138
SUPER SHOPPERS. 140

Graphs and Maps

DO THEY TELL THE TRUTH? 141
GRAPHING THE CLASS' GROWTH IN HEIGHT AND WEIGHT 142
LET'S TRAVEL. 143
BUILDING BLUEPRINTS 144
VACATIONING 145

Measurement

ABBREVIATIONS, SYMBOLS, AND ILLUSTRATIONS FOR MEASUREMENT UNITS 147
CHANGING MEASUREMENT. 148
METRIC CONVERSION 149
RATIO AND PROPORTION. 151
MEASURING FOR COOKING 152
CLASSROOM ATHLETIC EVENT. 153

Money

MONEY SYSTEMS 154
BANKING PRACTICES 155
CREDIT CARDS. 156
MAKING CHANGE 157
CLASS CLERKS. 158
NEWSPAPER ADS AID MATH SKILLS 159
FLEA MARKET 160
PURCHASING. 161
PRACTICING PURPOSEFUL PURCHASING. 162
THE LONG DISTANCE RATE GAME 163
COMPUTING COST OF OPERATING CARS. 164

MATH TOOLS OF THE TRADE

MATH

CURRICULUM FOCUS:

1. One to one correspondence.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Stencils, paper

INSTRUCTIONAL PROCESS:

Identifying Workers: Make a stencil showing persons involved in various occupations. Have pupils identify each person's occupation. On the lower half of the stencil draw tools or equipment used by these workers. Ask the children to match the equipment with the person who uses it, by drawing lines or cutting them out and pasting them next to the person who uses it.

CAREER/SITUATION MATH

MATHEMATICS

PRIMARY

CURRICULUM FOCUS:

1. Practice with basic number functions
2. Knowledge of geometric shapes

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
"World of Work: Adventures of the Lollipop Dragon" Filmstrip (Society for Visual Education)

INSTRUCTIONAL PROCESS:

The class and/or teacher can make up simple math situations which involve any number of occupations and have the class proceed to solve the problems. This can be done at the board, individually in their work areas, or in groups. Examples: Grade 3. Mr. ____________ is a driver of a garbage truck. He drives 15 miles each day. In addition to his salary, he is paid $.08 for every mile he drives. How much does he get for driving each day? Example: Grade 1. Mr. Jackson, the mailman, carried 5 pounds of mail on Monday and 6 pounds of mail on Tuesday. How many total pounds of mail did he carry on Monday and Tuesday? Example: Grades 2--3. In which occupations would you have to know about shapes, curves, lines, etc. In which ones would you have to know about triangles, squares, circles, rectangles, etc.?

Supplemental Resources: Fun Game Pack. Six games. A series of math games teaching learners to think creatively about a variety of products, services and work roles. Cost: $18.95 (estimate) Education Achievement Corporation

POLICEMAN: EQUIPMENT COUNT

MATH

PRIMARY

CURRICULUM FOCUS:

1. Counting (all the equipment that a policeman needs to perform his job).

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Talk about the job of a policeman and how he helps us. Have children list all his jobs and count them. Another primary counting activity is to count the equipment he uses when he is on duty. (e.g., He wears a uniform, carries a night stick, a notebook, handcuffs and a whistle. He wears a gun around his waist in a holster and also wears a badge. For transportation he may drive a car, a motorcycle or ride a horse).

BIRTHDAY GRAPH

MATHEMATICS

CURRICULUM FOCUS:

1. Identifies date of birth
2. Make comparisons
3. Uses graph to plot information

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: 55 minutes

ESSENTIAL RESOURCES:
Construction paper, ruler, and graph paper

INSTRUCTIONAL PROCESS:

Ask each student to tell his date of birth. Determine who and how many students were born each month. Plot this information on individual graphs or make one large graph for the entire class. This activity will help the students identify a knowledge of themselves and their classmates.

Discuss how many occassions a person has to identify his date of birth.

GROWING RECORD

MATHEMATICS

CURRICULUM FOCUS:

1. Measuring heights and weights.
2. Charting results.
3. Graphing results.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Over a period of time

ESSENTIAL RESOURCES:

Bathroom or doctor's scale, yardstick, large paper for chart,
Film: "Measuring Units--An Introduction" (BFA Educational Films)
Prerequisites include knowledge of measurement scales.

INSTRUCTIONAL PROCESS:

Show the film, "Measuring Units--An Introduction". Suggest to the students that they weigh and measure each other in the classroom. A yardstick could be nailed to the wall and a scale brought in from home. The results could be recorded on a chart. The children could then keep a record of how much they have grown over the school year. The children could also graph the heights and weights of the class with a line graph or bar graph.

Supplemental Resources: Childcraft: The How and Why Library. Fifteen volumes. Covers most subjects and links school to home and community. Excellent photographs and illustrations. Cost: $89.00 (estimate) Field Enterprises Educational Corporation

THE METRIC SYSTEM-HEIGHT AND WEIGHT

MATH (METRIC)

PRIMARY

CURRICULUM FOCUS:

1. Measuring and weighing in metric units.
2. Learning and applying the metric measures.
3. Learning to graph.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#05 Recognize relationship: self-characteristics/decision-making
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Graph paper marked off in centimeters, metric rulers, meter sticks, metric tape measures, tape on wall marked off in centimeters, metric house scales.

INSTRUCTIONAL PROCESS:

Each student will choose a partner with which to work. They will weigh each other in kilograms and measure each other in centimeters. They will tell each other these measurements and then they will record their own height and weight on the appropriate wall chart made from graph paper.

Discuss occupations that will be greatly influenced by conversion to the metric system.

DOUGH DAY

MATHEMATICS

CURRICULUM FOCUS:

1. Learn metric system
2. Metric vocabulary
3. Measuring (metric)

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Four, salt, water, oil, food coloring, plastic bags, metric measuring cup

INSTRUCTIONAL PROCESS:

METRIC PLAYDOUGH RECIPE

1. Mix 750 milliliters of flour with 60 milliliters of salt.

2. Gradually add 250 milliliters of water with food coloring and 15 milliliters of oil.

3. Add more water if too stiff, more flour if too sticky.

4. Mix all ingredients with your fingers.
*Keep playdough in a plastic bag or container to keep from drying out.

Playdough can then be used for an art lesson or other projects.

BAGGING BOLTS

MATH

PRIMARY

CURRICULUM FOCUS:

1. Counting objects.
2. Measuring according to graduated inch.
3. Sorting according to length (usually discriminating by size).

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: 30-40 minutes

ESSENTIAL RESOURCES:
Graduated bolts, coffee cans, ruler, plastic bags or envelopes, kitchen scale

INSTRUCTIONAL PROCESS:

Set up a workshop activity in the classroom involving measuring, sorting and counting skills. First, give the students a can of mixed bolts. They will sort the bolts according to length first. Then after the bolts have been categorized by length in labeled coffee cans, they can package according to number in plastic bags or small envelopes. After the activity is completed, by one student, put the bolts back in the large container for another student to begin the activity.

After the student has successfully executed the sorting and counting task, then a variation may be added. Instead of packaging bolts by number, package them by weight. Use a small kitchen scale to weigh out 16 oz. of bolts and then package.

Discuss the possibility of an assembly line process incorporating a sorter or a measurer, a packager, a weigher and a quality check person.

A CLASS RESTAURANT

MATHEMATICS

PRIMARY

CURRICULUM FOCUS:

1. Practice in the use of a given sum of money.
2. Selecting nutritionally balanced meals.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Restaurant menus, play money.

INSTRUCTIONAL PROCESS:

Following a study unit on nutrition, set up a classroom restaurant. Plan with the students and print large tagboard menus featuring items found on food lists of various restaurants. The dinner meal is a good menu to begin with. Menus borrowed from local eating establishments are especially helpful here. Set the menus in a prominent place in the classroom. Give each student $3.00 in play money and have them "order" and pay for items from the menu, keeping in mind the facts learned about good nutritionally sound food choices and the four basic food groups. The students with the best food selections will have spent the allotted money wisely. Classroom discussion of student selections will determine this.

GROCERY STORE

MATH

CURRICULUM FOCUS:

1. Learning social skills, how to behave in public places
2. Adapted math problems to a real-life situation

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop necessary socialization skills
#33 Develop personal habits which are socially valued

ESTIMATED CLASS TIME: Six weeks

ESSENTIAL RESOURCES:
Block and board shelves, play money, cash register.

INSTRUCTIONAL PROCESS:

Have children bring in cans that have been opened from the bottom, flour and sugar bags which can be stuffed with newspapers and resealed, frozen food boxes, coffee and jam jars which can be painted on the inside, etc. Make up grocery lists and have children take turns being cashier, customer, clerk, bagger, etc. Talk about helping customers, politeness in public places, how to ask for help, thanking people for their help, etc.

Supplemental Resources: Count Your Change. Game. Objective - making change. Cost: $4.10 (estimate) Learning Resource Center, Inc.

VENDING MACHINES

MATH

CURRICULUM FOCUS:

1. Students learn to use vending machines.
2. Recognize the correct change.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Large appliance carton

INSTRUCTIONAL PROCESS:

The following activity is designed to give students practice in using vending machines.

Design your own class vending machine in the following manner: Using a large appliance carton, paint it to resemble a vending machine. Cut a door in the rear of the "machine." Have a student get into the "machine" along with a supply of purchasable items. Have students purchase items by inserting money, play money, tokens, etc. into the machine. The person inside the machine must send purchased items out the chute.

An additional exercise using the vending machine may involve having students practice making change. Discuss the jobs required to design and service machines.

MAY I HELP YOU PLEASE?

MATH

PRIMARY

CURRICULUM FOCUS:

1. Verbal communication
2. Reference skills
3. Addition
4. Subtraction
5. Consumer skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Catalogs, play money, dittoed order blanks for each child, dittoed play checks

INSTRUCTIONAL PROCESS:

Do the following before you begin the game:

1. Discuss what catalogs are and why we use them.
2. Discuss how much money is available to spend.
3. Discuss why we use catalog stores.
4. Discuss the differences between a regular store and a catalog store (order blanks.)
5. Set up a play store in the classroom.
6. Explain how to use an order blank. The Game--May I Help You Please?

1. Select someone to be the clerk.
2. Each child must order five different items from the store catalog.
3. Each child must complete an order blank to send.
4. Each child must order from the store clerk.
5. When (after a short length of time) the order comes the child must pay by check or cash.

Do the following after you finish the game:

1. Discern amount of money spent and how it was spent.
2. What were the jobs that people were doing between the ordering and the receiving of goods?
3. How many different jobs can you list?

TRIANGLE, CIRCLE, SQUARE

MATHEMATICS

CURRICULUM FOCUS:

1. Recognition of triangle, circle and square

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Construction paper, scissors, straight edge, "Hap Palmer: record and songbook, Learning Basic Skills Through Music by Hap Palmer. Volume 1, Educational Activities, Inc.

INSTRUCTIONAL PROCESS:

Prior to the activity the children have had a rudimentary understanding of the concept of triangle, circle and square. Distribute a straight edge, 9 x 12 white paper and pencils to each child. Have them draw a triangle, a circle and a square on the paper. The circle can be drawn freehand or traced around an object such as a jar lid. Cut out the shapes. Have the children match their three shapes to those held by the teacher. Use the record Triangle, Circle, and Square to play a shape recognition game suggested in the song.

As a follow-up ask the children to identify these shapes in their environment. Ask them to draw pictures composed of these shapes.

INTRODUCING BASIC SHAPES

MATHEMATICS

CURRICULUM FOCUS:

1. Students learn to recognize geometric shapes

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Magic markers, magazine pictures

INSTRUCTIONAL PROCESS:

In conjunction with an introductory lesson on geometry, give students practice in recognizing basic shapes (circle, square, triangle, and rectangles) by locating the shapes in various magazine pictures. Instruct students to locate pictures which contain the four basic shapes. Using a magic marker, instruct the students to outline the basic shapes. A collection of pictures may be obtained and contests held to see which student can locate the most basic shapes in a given picture.

Discuss the relationship between occupations and recognizing and utilizing shapes. For example, the importance of the triangle to the draftsman; the importance of the assembly line worker in recognizing the fact that circular screws fit into round holes; the importance of basic shapes to the architect, etc.

THE TIME CLOCK

MATH

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Students become aware of punching a time clock.
2. Students become aware of actual work time.
3. Practice in writing and reading clock time.
4. Practice in computing time.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: 10 minutes a day for one week

ESSENTIAL RESOURCES:
Large appliance carton, teacher-made time cards.

INSTRUCTIONAL PROCESS:

To have students become familiar with the concept of using Time Clocks, conduct the following exercise.

Design a class "Time Clock" by using an empty appliance carton which is large enough to hold a student. The front of the "Time Clock" may include a picture of a clock face (with movable hands), a "Time In" and a "Time Out" location for student time cards, and a "Slot" into which the students place their time card to have it stamped.

As a class, design an appropriate time card to meet the class situation. Each morning, select a student to be the "Time Clock" person. Have the student arrive five minutes before his classmates in the morning and climb into the "Time Clock." As the students come into the room, they must locate their own time card, place it into the Time Slot where it will be marked with the time, and place it into the "Time In" location.

Students may punch "In" and "Out" when: arriving and leaving school, going to and from the restroom, cafeteria, etc.

At the end of the week, compute the total amount of time spent in class by each student.

Discuss the reason for using Time Clocks in industry.

READING CLASSIFIED ADS

MATH

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Read classified ads.
2. Make a graph to designate availability of jobs.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/ qualifications of occupations

ESTIMATED CLASS TIME: 10 class periods

ESSENTIAL RESOURCES:

Poster board or graph paper, crayons or magic markers, classified ad section of newspaper, transparencies and overhead projector.

INSTRUCTIONAL PROCESS:

Take a survey of the jobs available in the community by examining the classified ad section of the newspaper for a two week period. Make a transparency of the newspaper section and place it on the overhead projector so the whole class can view the Help Wanted ads. Discuss the qualifications and characteristics of each occupation, recognize any similarities in the occupations, and note whether the occupation is designated for males, females or both. Next determine the availability of jobs by charting the occupations on a graph. At the end of the two week period, the class should be able to tell what occupations are available in the community by looking at the frequency chart.

Supplementary Activities:

1. Chart the availability of occupations during various seasons of the year and compare.

2. Use several newspapers to determine what occupations are available in different communities.

3. Compare the classified ads section of newspapers in terms of a rural community vs. an urban area.

MAP "RAP"

MATH

CURRICULUM FOCUS:

1. Map reading skills.
2. How to read "keys."

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#63 Understand differences between leisure time and idleness
#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three to four class periods

ESSENTIAL RESOURCES:
Maps of Pennsylvania, overhead projector and transparencies

INSTRUCTIONAL PROCESS:

Have a tourist information person visit your classroom and explain his/her job and its requirements. Using the overhead projector have him/her demonstrate how he/she charts routes for tourists. After the explanation allow time for questions. Ask for free brochures.

At the next class each child should have a map of Pennsylvania. Have students trace a simple route with their fingers as you show the same route on the overhead projector. Next have a child come to the overhead projector and chart a route to a close tourist attraction-have the rest of the class trace the same route with a crayon at their seats. Have several others chart different routes.

At the next session, give an oral explanation of a route using compass directions and then show the answer on the overhead projector.

A scavenger or treasure hunt map could be constructed with each group having a copy and seeing which group can find the hidden treasure first.

CLASSROOM GROCERY STORE

MATH

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Reads and writes money numbers
2. Uses computational skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Empty food containers

INSTRUCTIONAL PROCESS:

Provide a number of empty containers (cereal boxes, jars, milk cartons, etc.) each labeled with the selling price. Divide students into groups of two. Have the students select ten items which they would like to purchase. One student will locate the item and tell the other student its price. This student will write down the money number. A total of the grocery bill may be found. Have the partners take turns in reading and writing money numbers.

COMPARING CAREERS MATHEMATICALLY

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Finding sums.
2. Adding a column of 2 digit numbers.
3. Practicing long division.
4. Finding averages, means.
5. Making comparisons using means.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Copy of chart attached, "Personal Career Evaluation Form"

INSTRUCTIONAL PROCESS:

Discuss the meaning of the job elements listed in the chart. Explain that the importance of each of these elements differs for each one of us since we are all different. Likewise, the strength of these job elements varies for different occupations. Using a point scale of 1-10, grade a career according to these nine job elements. For example, the occupation, elementary school teacher, could objectively receive the following career grades:

Homelife 10, Security 9, Wages 6, Variety 7, Advancement 2, Creativity 9, Status 7, Influence 9, Responsibility 8

Next, the students grade (point scale 1-10) each of the nine job elements in terms of its importance to themselves in choosing a satisfying career. For example, if homelife is relatively important to the student he/she might grade it 8, if wages are very important they might be graded 9, and if opportunities to utilize creativity is unimportant it might graded 1, 2, or 3.

Next, the students total the rows, then they total the column of row totals. This sum is divided by 18 to find the average job element grade. This number is a personal evaluation grade for the career. Various careers can be compared by using this process to yield the average grade and by comparing these grades. Do this activity several times so that students can compare careers in terms of how these careers meet their own personal needs.

Discuss the meaning of the average or mean and its usefulness as a mathematical concept. At the end of the activity ask the children to share the knowledge they gained about themselves.

As a supplementary activity, you may want to show the filmstrip/cassette series, "Fascinating World of Work, Career Awareness Series" (National Career Consultants, Inc.).

PERSONALIZED CAREER EVALUATION FORM

CAREER ____________________

Job Element	Career Grade	Personal Importance Points	Totals
Homelife			
Security			
Wages			
Variety			
Advancement			
Creativity			
Status			
Influence			
Responsibility			
TOTAL			
			÷ 13
(Average Grade) OVERALL PERSONAL CAREER EVALUATION			

MATH LEARNING CENTER

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Practicing math skills
2. Utilizing creative thinking skills in solving mathematical problems

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#15 Be aware of multiplicity of skills, knowledge in education
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:
Task cards with the information below

INSTRUCTIONAL PROCESS:

Create a math learning center in your classroom. Place in it learning packets or task cards which involve using math in career related ways. For students this can be a useful way of practicing math skills as well as exploring careers. Below are some suggestions for task cards.

1. Would You Like to be a Mathematician?

Mathematicians experiment with numbers. Here's an experiment you can try. Roll one dice. What is the probability that the number 2 will come up each time you roll? (Answer 1:6). Mathematically, the number 2 should come up one time for every 6 rolls. How many times should it come up in 100 rolls? (Answer: Divide 100 by 6). Now experiment to see if your calculated answer corresponds with reality. Roll the dice 100 times. Each time the number 2 comes up, make a slash mark on your paper. Count up the slash marks and compare results.

2. Would You Like to be an Accountant?

Accountants often do income tax returns for other people. Bring in the short forms of income tax returns. Make up hypothetical earnings and wage deductions. Let the children complete the tax returns with the data you provide, looking up tax values in the tables and computing whether the government gets paid or pays for this hypothetical situation.

3. Would You Like to be a Surveyor?

Surveyors work with sophisticated equipment to measure land. However, you can use yardsticks to measure your classroom. Find out the length and width of the classroom.

4. Would You Like to be an Architect?

Architects design buildings. First they must draw their plans on paper, then build models of their plans to scale. Design a building.

Draw it to scale on paper and if possible, construct it to scale. Ask your teacher for help in determining a scale to use which would best fit your needs. Perhaps 1 inch = 10 feet.

Supplemental Resources: Career Development for Children Project Level III. Consists of guide, masters, filmstrips, cassettes and a game. Cost: $89.00 (estimate) McKnight Publishing Company

USING MATHEMATICAL SKILLS IN A MATCHING GAME

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Practice with multiplication skills
2. Practice in solving work problems in math

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: A class period to prepare decks. A class period to play the game

ESSENTIAL RESOURCES:
A deck of clue cards, a deck of solution cards

INSTRUCTIONAL PROCESS:

For this matching game the teacher and/or students must develop two decks of cards. One deck contains clues about a career and sample problems the career person might have to solve. The cards in the second deck contain the career names on one side and the problem solutions on the other.

To play the games, the clue cards are placed in a pile face down, and the answer cards spread out face up, with the career names visible. Children take turns drawing clues, working the problems, and then selecting the matching career card and checking the answer.

Below, are examples of clues and problems:

Clue: I work with large instruments and machines that contain magnifying lenses, mirrors and sometimes cameras. Today I spotted a new star. It takes light from the star 3,000 seconds to reach the earth. How far away is that star? The speed of light is 186,000 miles/second.

Answer: Astronomer
3,000 seconds x 186,000 miles/second = 558,000,000 miles.

Clue: I work with wild animals from all over the world. Part of my job is to collect information about the animals' eating, sleeping, breeding, playing and hunting habits for people who need this sort of data or who are just curious. Today a student called me to find out how much a baboon eats in a year. I gave him the figures for a day: 1 lb. of vegetables and fruit, 2 bags of peanuts (contributed by visitors). How can my caller figure out the baboon's yearly consumption of each type of food?

Answer: Zookeeper
1 lb./day x 365 days/year = 365 lb./yr. of fruits and vegetables.
2 bags/day x 365 days/year = 730 bags/yr. of peanuts.

THE TELEPHONE DIRECTORY AS A RESOURCE

MATH

CURRICULUM FOCUS:

1. Use computational

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Telephone Directories

INSTRUCTIONAL PROCESS:

The following exercises may be used to give students practice in using a telephone directory, as well as in solving practical math problems. Discuss the uses and differences between the white and yellow pages of the telephone directory and how to use each.

1. Have students turn to a particular page and column in a telephone directory. Instruct the students to write the numbers disregarding the hyphens. After the commas are correctly placed, have the students read the numerals aloud. (i.e. 374-4321 = 3,744,321)

2. Instruct students to turn to a specific page and column in the telephone directory. Disregarding the hyphens, have the students total each telephone number. (i.e. 374-4321 = 3 + 7 + 4 + 4 + 3 + 2 + 1 = 24). Tell the students to write the names of the persons with the highest and lowest totals.

3. Have the students subtract the first three numbers from the last four numerals of designated telephone numbers. (i.e. 374-4321--4321 minus 374).

4. Have students multiply the individual numbers of designated telephone number. Example: 374-1111 Problem: 3 x 7 x 4 x 1 x 1 x 1 x 1 = 84. (21) (84) (84) (84) (84) (84)

5. Have students find the telephone numbers of three friends. Disregarding the hyphens, instruct the students to find the total of the three numbers.

6. Have students subtract their own telephone number from a telephone number of a friend.

7. Have students locate the telephone numbers of several friends in the directory. Have the students divide the first three numbers into the last four numbers of each telephone number. For two digit division, students may eliminate the first or last number of the first three numbers. (i.e. 374-4321 4321 ÷ 374, two digit 4321 ÷ 74 or 4321 ÷ 37).

8. Have the students locate the telephone numbers of several friends in a directory. Instruct the student to divide the telephone number by the page number on which the telephone number is found.

HOW MUCH GARBAGE DO YOU THROW AWAY?

MATH

CURRICULUM FOCUS:

1. Estimating
2. Predicting
3. Percentages

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#12 Develop the necessary socialization skills
#43 Recognize restrictions in the decision-making process
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
Large brown paper bag

INSTRUCTIONAL PROCESS:

Math problems about garbage. Show the class a large grocery bag, a type usually used for garbage in most homes. Tell students to keep track of the number of garbage bags thrown out in one week (if standard size bags are not used, students should estimate so that the unit of measurement is the same for everyone). Also, have them enlist their mother's co-operation in keeping track of the number of cans, glass containers, plastic containers, etc. used each week. Students can make a tally sheet at school and take it home for recording items in various categories as they are thrown away.

After one week have students bring their results to class. How much garbage would be thrown away in a month? A year? How many cans? Glass containers? Plastic?

Briefly discuss with the class the concepts behind recycling. If there are recycling stations in your area, you may want to bring in a guest speaker to discuss how recycling works.

How do students feel about the enormous amount of garbage that is thrown away? Point out that in most areas restaurants are required to sort their garbage. How do students feel about sorting garbage at home? What can we do to help this problem of waste and large quantities of garbage?

WEEKLY BUDGET PLAN

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Using computation skills
2. Record keeping

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods about one week apart

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Instruct students to make a "Weekly Budget Plan." Tell students they will receive ______amount of money for their allowance per week. Students are to list all expense items and the estimated cost of each, as well as all money received from outside jobs.

After the "Budget Plan" is made, have students keep a record of all money spent and earned throughout the week. Compare the accurate results to the "Budget Plans." Discuss Budget Planning and how it relates to real life situations. Emphasize the fact that emergencies often occur requiring a change in the "Budget Plans." Develop "Budget Plans" over an extended period of time to observe whether the students become more accurate in their planning.

Supplemental Resources: Let the Buyer Beware. Six filmstrips with cassettes. Designed to provide basic information concerning consumer education. Cost: $54.00 (estimate) EYE Gate House

PLANNING AND BUDGETING

MATH

CURRICULUM FOCUS:

1. Practicing skills in adding, subtracting, division, multiplication, percentage.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/personal economics/life styles
#57 Realize wages should not be sole basis for career choice
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Activity one: Assign the class to identify how much it costs to provide one student with food, clothing, shelter, recreation and transportation for one day.

(To standardize data each student belongs to a family of four. The primary wage earner is paid $5.65 per hour for 40 hr. a week. Rent or mortgage is $175.).

A pie chart can be developed to show approximate distribution of the total income. The challenge is to break down the total budget to one student for one day.

Activity two: Ask the students to identify items which may be purchased on credit terms. Does this procedure cost more money? What are the advantages of this procedure? Disadvantages? (Calculate credit charges at 9% for mortgages for 20 years, 13% per year for 3 years for cars, and 1.25% per month for charge card purchases if not paid on time).

Compare ways to spend/save money with varying purchases, e.g.-a boy saves money for a bike, a girl purchases a record album each week.

BUDGETING

MATH

CURRICULUM FOCUS:

1. Math skills: percentages, addition
2. Economic awareness

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/personal economics/life styles
#57 Realize wages should not be sole basis for career choice
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Sample budgets

INSTRUCTIONAL PROCESS:

Lesson one: Discuss budgeting with the class. Develop a definition. Ask the class to list all the ways a family spends money. Make a chart showing categories and the things to be purchased under each.

Lesson two: Establish a budget for a family. Determine percent of income for each category. Decide on dollar amount. Discuss difficulty of maintaining a budget. Recognize importance of financial planning.

Lesson three: Prepare a budget for a particular purpose (field trip) after a resource person (business manager, accountant) explains how budgets are made in adult occupations. Make a list of jobs that relate to budget making.

Supplemental resources: Market. A game relating to retailors and consumers. Cost $50.00 (estimate) Industrial Relations Center

WISH LIST

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Reads catalogs
2. Uses order forms
3. Uses computational skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts.
#61 Acquire basic consumer skills.

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
General Merchandise Catalogs

INSTRUCTIONAL PROCESS:

Ask students to bring to school various sales catalogs, such as Sears and Roebuck, Montgomery Wards, etc.

Tell the students to select ten items they would like to buy-a "Wish List." Have students practice completing the order forms.

Include the following:

1. Correct spelling of the name of the article.
2. Correctly listing of the article No., as well as the page numbers.
3. Compute the shipping total.
4. Locate the correct tax amount if necessary.
5. Find the total cost of the purchase.

PAID STUDENTS

MATH

CURRICULUM FOCUS:

1. Understanding and using decimals
2. Economic principles
3. Using computation skills

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: No scheduled period

ESSENTIAL RESOURCES:
Script money, games

INSTRUCTIONAL PROCESS:

The following simulation game may be played to emphasize basic economic principles within the classroom. Establish a scrip economy where students are paid for their efforts in "Paper" money. Students are assigned jobs (see below) and are paid by fellow students for the successful performance of their job. Example: The student assigned to sharpen the pencils, receives $1.00 for each pencil sharpened.

To get the economy flowing, the students receive $25.00 for each days attendance. Students are allowed to accumulate their money or spend it on various benefits or privileges. Cash fines may also be levied by the teacher for breaking laws, such as the following:

1. Speeding (running)
2. Disorderly Conduct (fighting)
3. Loitering (looking)
4. Negligence (Incomplete homework)
5. Littering

The game may be extended to include the following:

1. Establish a checking and saving account
2. Computing gross and net pay, as well as deductions
3. Filing tax forms

List of jobs:

1. Tax Collector
2. Bathroom attendant
3. Pencil sharpener
4. Paper passer
5. Banker
6. Garbage collector
7. Librarian
8. Games Attendant
9. Judge
10. Attendance person
11. Weather and News Person
12. Board Washer
13. Maid
14. Paper Pickers
15. Utilities

OCCUPATIONAL MATH PERIOD

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Use computational skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: One class period, at intervals.

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Occupational Math Period once a week, spend one period on solving practical math problems as related to various professions. Emphasize that basic math concepts must be mastered in order to perform various duties and responsibilities.

Examples:

1. Have students determine how much paint it would take to paint the classroom. Concepts of measuring a wall and computing square feet should be emphasized. Describe the occupation.

2. Determine the amount of concrete needed to pour a small sidewalk. The price of the materials needed should be computed. Describe the occupation.

3. Determine the amount of carpet needed to carpet the school room. Also find the cost of several "grades" of carpet and compare prices. Describe the occupation.

Supplemental Resources: Game-Sim. Series 1 A packaged set of 85 learning simulations. Emphasis on mathematics, communication skills, plus some social studies and science. Cost: $250.00 (estimate)
California Learning Simulations

CHECKING THE CHECKER

MATHEMATICS

CURRICULUM FOCUS:

1. Subtraction is used everywhere

INTERMEDIATE

CAREER EDUCATION FOCUS
(DELLA Statement)

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: One--two class periods

ESSENTIAL RESOURCES:
Newspaper ads for television sets, food, clothing, etc. with enough so that various stores or brand prices may be compared.

INSTRUCTIONAL PROCESS:

Activity one: Many items vary in price at different stores. From the newspaper ads the students will select various items, list the cost in each ad, calculate the difference in cost and indicate the best buy. Following these individual activities, the class may become involved in a discussion of what they discovered. The following questions should be answered: What is the difference? Why be concerned about it? What is meant by "shopping?" What is meant by "shopping wisely?"

Activity two: Students begin by responding to the problems listed below:

1. A boy worked for three weeks after school and earned $26.70. He punctured his tire on the last day and bought a tube to repair it. The tube cost $3.25. What is left for other uses?

2. Another boy earned $2.65 babysitting. He spent $.92 for a writing pad and a pen. Did he have enough left to buy another pen for $.65?

3. A girl bought 230 pounds of wax to make candles. She used 119 pounds. How many pounds does she now have?

4. A storekeeper stacked 2 cases (24 bottles per case) of soda in his cooler. He sold six bottles to Larry, five bottles to Gail and eleven bottles to Jack. How many are left in the cooler?

5. A mechanic bought a car with 86,423 miles recorded on the speedometer. Four months later the speedometer reading was 90,201. How many miles had the car been driven during the four months?

What jobs or careers are illustrated in the problems above? What workers are doing these jobs? Is math (esp. subtraction) a skill necessary for each of these jobs?

Ask students to think of five jobs or workers that were not mentioned in the five problems. Write a subtraction problem for each of those workers.

SUPER SHOPPERS

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Use computational skills.
2. Use community facilities.
3. Plan meals (using basic food groups) and "buy" food for these meals.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: 4-5 class periods (45 min. each)

ESSENTIAL RESOURCES:

Several ads from local papers of weekly specials at supermarkets. Field trip to a supermarket arranged beforehand, boxes and packages from a variety of products.

INSTRUCTIONAL PROCESS:

Use one or two class periods to discuss how supermarkets are laid out, students' experiences in shopping with parents, unit pricing (could be done in math), meal planning (in connection with a health unit on nutrition), list of materials to "buy", budgeting (using ads and prices available).

Plan a field trip to a supermarket.

Arrangements should be made with the manager for a brief introduction of store policies, map of locations of various products. Students should know the amount of money available to spend, how to subtract each purchase amount from running total, and a list of items to buy.

This activity could be expanded to include the best buy (canned, dried, or frozen), the various available careers in the marketing field. Visits to other kinds of stores would be another way to use community facilities.

DO THEY TELL THE TRUTH?

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Testing Commercial Products
2. Graphing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: From one hour to a week depending upon the number of products tested.

ESSENTIAL RESOURCES:
All kinds of products--two different brands for each product. You may want to use utensils, etc. for testing products. You may want to introduce class to Consumers' Reports.

INSTRUCTIONAL PROCESS:

Have pairs of students test products as they are advertised on T.V. Be sure to keep products' names covered until all testing is finished.

Keep chart on products and record results of each test.

1. Did the product stand up to claims on T.V.?
2. Which brand did students feel was the better of the two they tested?
3. Which would be a better buy for the price?
4. Which would the students buy?

Class will prepare a large chart to post in the classroom. This may be continued all year. Also, it may be revised each year.

Discuss: What careers are involved in advertising? (e.g. layout artist, copywriter, sales executive, package designer, market researcher).

GRAPHING THE CLASS' GROWTH IN HEIGHT AND WEIGHT

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Graphing
2. Measurement-inches, pounds

CAREER EDUCATION FOCUS:
(DELLA Statement)

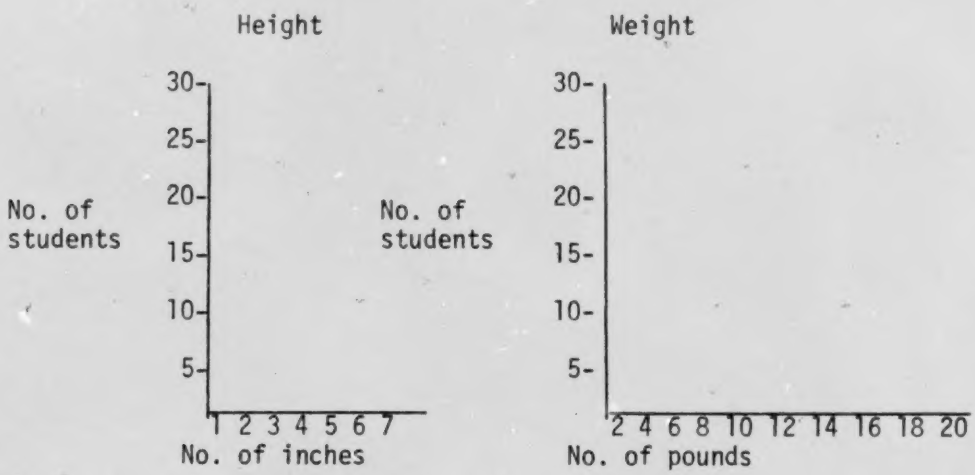
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: One period plus subsequent recordings

ESSENTIAL RESOURCES:
Graph paper or paper ruled to make graph paper, scale, measuring stick

INSTRUCTIONAL PROCESS:

Ask each student how much they have grown this school year in height. Ask how much each student has gained in weight this school year. Graph the class growth, using the graphs below as examples. Ask the class to describe the class growth patterns.



Have students convert measurements to metric units and chart metric measurements and weights.

Supplemental Resources: Diagnosis: An Instructional Aid - Mathematics
A kit designed to aid students work with basics. Cost: $55.00 (estimate)
Science Research Associates

LET'S TRAVEL

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Vocabulary building
2. Travel awareness
3. Map reading
4. Budgeting money
5. Study of Mexico

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#59 Acquire basic money management skills
#61 Acquire basic consumer skills
#64 Understand interrelationships: leisure time/one's career

ESTIMATED CLASS TIME: Two 45 minute classes

ESSENTIAL RESOURCES:
Field trip to a travel agent, maps, folders, atlas, encyclopedias, airline schedules, bus schedules, train schedules

INSTRUCTIONAL PROCESS:

Have students plan an itinerary for a trip to Mexico (or anywhere) for a two week period. The students must have some background of the country. Conduct a discussion of the following questions:

1. What would you like to see?
2. How will you get there?
3. What is the cost?
4. Do you need a passport, shots, etc.?

When these questions are answered, organize the class into groups of four. The assignment is to plan a trip. (Include method of travel, route, destination, accommodations, cost, etc.).

Each group will report to the class with an oral report, or graphically, or using some other method.

In conclusion, the entire class can make a list of all occupations that would be required to make the trip possible. When a job is suggested, the student must tell of its relevancy to the trip.

BUILDING BLUEPRINTS

MATH

CURRICULUM FOCUS:

1. Understand and create drawings to scale.
2. Understand map legends.
3. Using a ruler to measure.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: Three class periods, or more.

ESSENTIAL RESOURCES:
Maps or blueprints

INSTRUCTIONAL PROCESS:

Inspect several map or blueprint legends with the class and explain the meaning of scale drawings. Ask the students to do a scale drawing or blueprint of the types of houses they live in, or would like to live in. Perhaps they would also like to construct these houses, to scale, with cardboard or shoeboxes. They could decorate the houses if they desire.

As supplementary resources use: a 16 mm film, "Maps are Fun" (Coronet Instructional Media). You could also incorporate the metric system in scale plans. Have students map out the school playground.

VACATIONING

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Map reading
2. Computational skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Maps

INSTRUCTIONAL PROCESS:

Have students determine the actual cost of taking a one-week vacation. Establish certain guidelines as follows:

1. Students may travel by themselves or with a classmate. The classmate may work on the project helping to compute the cost.
2. Students will be traveling by car. Gasoline mileage of the car is twenty miles per gallon. A quart of oil is used every 100 miles. The cost of gasoline is 52¢ per gallon. A quart of oil costs 75¢.
3. If turnpikes are used, the student must plan on paying $1.00 per 100 miles for tolls.
4. Students must plan on traveling at least 1200 miles.
5. Motel or Hotel rooms will cost $25.00 per night for one or two occupants.
6. Plan on spending $10.00 per day per individual for food.

Other guidelines may also be established. In planning the trip, have the students do all of or some of the following:

1. Obtain maps and have each student draw the route to be taken from the departure point to the destination point.
2. Compute the total mileage.
3. Estimate the length of time spent on the road.
4. Compute the total cost.

Discuss the problems that might occur when taking a long trip. Explain the purposes of travel agencies. If possible, perhaps a person from a travel agency could address the class regarding traveling as well as the jobs associated with a travel agency.

ABBREVIATIONS, SYMBOLS, AND ILLUSTRATIONS FOR MEASUREMENT UNITS

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Students recognize the symbols, illustrations or abbreviations for units of measurement.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Teacher-made bingo cards, flashcards.

INSTRUCTIONAL PROCESS:

As a supplemental activity in a unit on Measurement, have the students play "Measurement Bingo." Make up bingo cards using the abbreviations, symbols, and illustrations for linear, dry and volume measurements. On a deck of teacher-made flashcards, write the names of the units of measurement.

The game is played by having the teacher (or student) draw a card from the deck of flashcards. The teacher then reads the word aloud to the students. The students locate the correct abbreviation, symbol, or illustration for the word. The game continues until a student has five correct answers in a row.

List and discuss the careers that use measurement.

CHANGING MEASUREMENT

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Applying metric measure to real situations
2. Learning to recognize the usefulness of mathematics

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills
#14 Understand interrelationship between education and work
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Yardstick, meter stick, quart measure, liter measure, inches caliper, centimeter calipers and other available measuring instruments to compare.

INSTRUCTIONAL PROCESS:

Session one: The class discusses how quickly the United States can convert from Avoirdupois measure to Metric measure. Some guessing will occur and challenges to the guesses will bring out reasons why it will not be a sudden change.

The teacher can begin to direct the attention of the class to real problems when it becomes obvious that the guessing is limited to time only. The class can be grouped for discussion of the problems listed below:

1. Think of the problems that will arise during the changeover from avoirdupois measurement to metric measurement.

   a. At home:
   Making a cake, sewing a shirt, buying food, mowing the lawn, buying new carpeting, telling time.

   b. A plumber:
   Threading pipe, measuring pipes, matching new to old pipes, washers, etc., using wrenches with new sizes.

   c. Manufacturing cars:
   Replacing parts, buying new tools, sizes of container, printing brochures, speedometer gauges and meters (The teacher can supply additional suggestions)

Session two: The student groups can begin by selecting one of the following occupations or by choosing careers in which they are interested.

METRIC CONVERSION

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Applying Metric Measurement

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two or more sessions

ESSENTIAL RESOURCES:
Measuring instruments, especially Metric.

INSTRUCTIONAL PROCESS:

Students look at problems for workers when changing from one measuring system to another.

Session One: The teacher sets up the situation: On a certain date everyone will change from avoirdupois measurement to Metric measurement.

1. What does this mean? (Define terms)
2. What things will change? (Bottles, measuring sticks, bolts, tires, etc.)
3. Practice using (or comparing) Metric measuring instruments.
4. Will this changeover be expensive?

Session Two: Think of any job that a person works at. How will it change? (plumber, mechanic, surveyor, cook, etc.) Write down all the changes that will take place for each job. (The number of efforts can be regulated by the teacher. Students can work in groups or independently). Emphasize the jobs and problems workers will have.

The students should then identify the problems associated with careers that would be caused by a changeover from the avoirdupois system to the metric system of measurements: beauty salon operator, newspaper printer, housepainter, mapmaker.

RATIO AND PROPORTION

MATHEMATICS

CURRICULUM FOCUS:

1. Ratios
2. Proportion
3. Practice using a ruler, tape, or meter stick.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#39 Develop vocabulary for stating and identifying personal goals
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Three days

ESSENTIAL RESOURCES:
Tapes and meter stick, yardstick, ruler or any stick, Ten-Speed Bicycle.

INSTRUCTIONAL PROCESS:

1. Take students outside to determine the ratio of objects' heights to their shadows' lengths during a particular time of day. After the students have determined this ratio, ask them to find the height of several objects (a telephone pole, a tree, another student, etc.) by measuring its shadow's length.

2. Discussion of ratios: Bring a Ten-Speed Bicycle into the classroom and have the students determine the gear ratios by counting the number of teeth in the sprockets and dividing the number of drive teeth by the number of teeth on the sprocket on the back wheel. Using this information and drawing on their own experiences, students can conclude which ratio will produce the most speed, power, etc.

3. Discuss: What workers would need this information? Who fixes your bike when it breaks? How can you learn to do repairs by yourself? Discuss the importance of math in operating your own repair shop. Example: cost of materials, rent, labor, taxes, pricing, etc.

MEASURING FOR COOKING

MATHEMATICS

CURRICULUM FOCUS:

1. Measurements-liquid and dry
2. Computing costs
3. Time (identify stated intervals)

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period (two with film)

ESSENTIAL RESOURCE:
Recipe, measuring cups and spoons, recipe ingredients, baking supplies, oven.

INSTRUCTIONAL PROCESS:

Plan with the students the necessary ingredients for baking cookies or candy. Let the children do the measuring by following the recipes. Have them watch the clock to be sure the cookies don't overcook. Ask them to compute the cost of making the cookies or candy. When the cookies have cooled let children eat them. Perhaps they'd like to try to make them again with less teacher direction, and give them as gifts or sell them. If a stove is not available in your school for you and the class to use, ask the cafeteria manager if they would bake the cookies for you.

A supplemental activity may be to show the 16mm film, "Measurement in the Food Store" (Coronet Instructional Media).

CLASSROOM ATHLETIC EVENT

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Linear measurement
2. Record keeping

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#22 Acquire skills, good work habits in preparing for a career
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Soda straw, string, measuring tape, balloons, paper plates.

INSTRUCTIONAL PROCESS:

To give students practice in linear measurement, have an indoor Track Meet within the classroom. Assign the various areas of the classroom to conduct the following athletic events.

1. Javelin Throw--Have students throw soda straws for distance.

2. Shot Put--Throw a balloon as far as possible.

3. Hammer Throw--Attach a three foot piece of string to a balloon. Students must hold the end of the string when throwing for distance.

4. Discus--Staple two paper plates together. Students must spin in a circle before throwing the discus.

5. Standing Broad Jump--Jump as far as possible without a running start.

At each event, assign students to measure the distance of the various throws (or jumps). Have students record results.

MONEY SYSTEMS

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Concepts "trade" and "bargaining"
2. Money system--past and present
3. Use of currency

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Items to use instead of money, such as pebbles, bottle caps, tokens, etc.

INSTRUCTIONAL PROCESS:

Following a unit on money, economics or another related field, discuss the money system we use today and compare it to systems of the past. Discuss what objects were formerly used for money, such as, furs, tobacco, beads, and discuss why they were used. Discuss the present day currency and coins and why we use them instead of other items. Discuss the monetary systems in several other countries. Compare their writs of money with ours (i.e. 360 yen = $1.00).

Establish a small variety store and let the students buy things with objects rather than money (e.g. bottle caps, pebbles, etc.). Or hold a class auction using tokens which students have earned by completing assignments, for neatness, etc. (behavior modification). The objects being auctioned are in paper bags. Later discuss the students' reactions to what they had purchased. Was it a "bargain" or a "rip-off?"

BANKING PRACTICES

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Addition and subtraction with money
2. Value of dollars and coins

CAREER EDUCATION FOCUS: (DELLA Statement)

#59 Acquire basic money management skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Play money, checkbooks, savings books

INSTRUCTIONAL PROCESS:

Open a model bank in your classroom. Have the class discuss different jobs found in a bank and choose classmates to work at those jobs which they feel are necessary to run the bank (e.g. bank president, bank tellers). Give them play money to work with. You may want to have them open checking and savings accounts and learn to balance a checkbook. If possible, use real supplies acquired from a friendly bank.

To provide the students with practice in counting money, ask them to play the game "Monopoly" by Parkers Brothers or other similar games involving money.

Supplementary Resources: Families. Six filmstrips with cassettes. Shows learners the different needs of families and to learn how these needs are fulfilled. Cost: $66.00 (estimate) Troll Associates

CREDIT CARDS

MATH

CURRICULUM FOCUS:

1. Practice filling out applications
2. Develop a responsibility to "credit cards"

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Credit Card applications

INSTRUCTIONAL PROCESS:

Have students fill out various (simplified) applications for credit cards. Prepare mock-credit cards and mail to the students. When received, students may have a "Credit Card Day" where students may purchase items and privileges using the Credit Cards. Later, bills may be sent to the students. Concepts such as interest, finance charges, 30-day period, rebates, etc. may be discussed.

Discuss the jobs and careers related to the credit card operation.

MAKING CHANGE

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Students learn to count money
2. Students learn to make change for one dollar

CAREER EDUCATION FOCUS: (DELLA Statement)

#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Play money, construction paper

INSTRUCTIONAL PROCESS:

To give students practice in making change for one dollar, the following exercise may prove beneficial.

Construct a money number line by using 12" X 18" construction paper. List the numerals (in cents) from one cent to one dollar. Place the money number line in front of the student.

Begin the exercise by having a student (the customer) buy an article for less than one dollar. The customer gives the article to the clerk as well as a one dollar bill. A marker is placed on the money number line to represent the cost of the article. The clerk then counts change beginning at the purchase price. Using the money number line as an aide, the clerk continues counting change until he reaches one dollar (the end of the money number line).

Discuss the job of a cashier. In what stores have students seen a cashier? What kind of pay scale is a cashier on? How much education does a cashier need? What job advantages and disadvantages are there in being a cashier? Is there room for advancement?

CLASS CLERKS

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Computational skills
2. Money management

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: 20 minutes

ESSENTIAL RESOURCES:
Record book, money--coins

INSTRUCTIONAL PROCESS:

Throughout the year, and in some cases daily; teachers must collect money for various projects, purchased items, lunch money, or milk money. Utilize these situations as learning experiences by having students collect the money under your supervision.

Select one student, a clerk, each day to be responsible for writing the students' names, collecting their money, counting the total amount, and giving change to his/her classmates. Allow the student to have a partner for assistance. After collecting the money, have the clerk demonstrate to the class that he/she has collected their money properly. The students may multiply the number of students by the amount collected from each student to find the total amount. The teacher should mention that special situations arise which will influence the amount, such as: Free lunches, reduced lunches, money given to the clerk to use for making change, etc.

NEWSPAPER ADS AID MATH SKILLS

MATH

CURRICULUM FOCUS:

1. Learning to handle money effectively
2. Using computational skills
3. Reading advertisements

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
Recent Grocery Advertisements

INSTRUCTIONAL PROCESS:

Place several newspaper grocery advertisements in a manila folder. To each advertisement clip a "Grocery List" of items to be purchased. Instruct students to pretend they are shopping. In the folder they will find grocery advertisements and lists of items. Instruct students to find the total cost of the food on the lists. Also, have the students find change from a $20.00 Bill.

Grocery list should not total more than $20.

Lists may be different for different students.

Lists may be for picnics, a party, breakfast, etc.

FLEA MARKET

MATHEMATICS

INTERMEDIATE

CURRICULUM FOCUS:

1. Communication skills
2. Money management
3. Computational skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Unwanted games, toys, etc. Play money

INSTRUCTIONALPPROCESS:

To give students practice in consumer skills, money management and bartering, conduct the following exercise:

> Select a day to have a "Flea Market." Allow students to bring to school any items they would like to dispose of, such as: Old models, old jewelry, old games or toys, old art or science projects, etc.

Give each student $5.00 in play money. The money should consist of bills and coins to give students practice in making change.

Begin the "Flea Market" by allowing each student to display his wares on his desk. Allot each person one or two minutes to describe what he has to sell.

Have students take turns roaming around the classroom and buying various products. When all the students have had a turn and have bought various objects, allow the students to barter with one another for these various objects. Remind the students that the bartering system was primarily used during the earlier days of this country.

When concluded, discuss the above activity and relate it to our daily life.

PURCHASING

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Money management.
2. Computational skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Empty food containers and their current prices.

INSTRUCTIONAL PROCESS:

Have students bring to school various empty food containers from home. Limit the type of product to a few areas such as: potato chip bags or cans, soup cans, or peanut butter jars. Try to determine the volume or weight of the contents of the product in each package. Once assembled, begin analyzing and discussing the following:

1. How to compute the price of the product by the pound, ounce, gram, etc.
2. How to determine the best buy.
3. How to purchase name brand products.
4. How to determine the quality of the product.
5. How buying the product in quantity may change its price per unit.

PRACTICING PURPOSEFUL PURCHASING

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Adding and subtracting mentally.
2. Making change accurately.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One class period and preparation time

ESSENTIAL RESOURCES:
Substitute money, cash box, assignment sheets

INSTRUCTIONAL PROCESS:

Preparation Activity: Prepare $500 in bills and coins (this might be a class or group assignment during a slow period or lesson). Prepare at least fifteen assignments or one for every two students. (These may be circulated among students). Obtain a cash box, or reasonable facsimile.

Activity: Working in pairs, students will make change according to the assignment sheet. The "salesperson" accepts money and makes change. The "buyer" checks the accuracy of the transaction.

ASSIGNMENT SHEET ILLUSTRATION

Cost of Item	Amount of Money Offered	Amount of Change
37¢	50¢	?
$11.29	$20.00	?
33¢	$5.00	?
10¢	$1.00	?
5¢	25¢	?
40¢	$1.00	?
$1.19	$2.00	?

Class Discussion: How many careers or jobs can you think of where people make change? (List them on the blackboard for the class). Some persons make change without using money. Can you name some of those jobs? (Accountant, business manager, bookkeeper, trader).

Alternative: Have students bring in clean, empty containers that still have the selling price marked on them. Establish a store to practice making change, by adding and subtracting.

THE LONG DISTANCE RATE GAME

MATH

INTERMEDIATE

CURRICULUM FOCUS:

1. Computational skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period (45 min.)

ESSENTIAL RESOURCES:
Telephone Directory, (copies of rate pages).

INSTRUCTIONAL PROCESS:

For a combined lesson on telephone usage and practical math, the following activity may be conducted.

Instruct students to locate rates for long distance telephone calls in the Telephone Directory. Have students compute the total cost of a timed long distance call to various selected cities. Example: Three minute weekday full rate call to Buffalo, New York.

Problem: Rates 44¢ for first minute
29¢ for each additional minute

One minute x 44¢ + two minutes x 29¢ = $1.02

Ask the class to identify the various occupations which can be identified with this activity. (Operator, line repairman, telephone set maker, directory publisher, customer representative, etc.).

COMPUTING COST OF OPERATING CARS

MATHEMATICS

CURRICULUM FOCUS:

1. Computing mileage
2. Computing miles per gallon
3. Figuring costs

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Commuting information from parents, check with local garages to find out miles per gallon for different types of cars

INSTRUCTIONAL PROCESS

Ask the students to find out how many miles their parents drive to and from work (if they drive). Then, determine the amount of money spent for gasoline daily, weekly, monthly, and yearly using the current gasoline prices. Have the students compare miles per gallon figures among themselves to determine which cars (or drivers) are most economical. Have them check with a local garage about miles per gallon figures for different cars. Have the students compute the sum of money their parents could save if they would drive a car with greater gasoline efficiency. Ask them to share what they have discovered with their parents.

Supplemental resources: World of Economics Series. Set of six fimstrips. Illustrates economic problems and operations. Cost $49.00 McGraw Hill Book Company

INDEX OF TITLES

SCIENCE

PRIMARY

Animals, Plants, Natural Resources

BIRDWATCHING 167
GROWING UP 168
UTILIZATION OF RAW MATERIALS 169

Nutrition, The Body

BREAKFAST CEREALS 170
A CLASS RESTAURANT 171
WORKING ATMOSPHERES 172

Technology

MAKING BUTTER 173

Weather

WORKERS WEATHER WATCH 174

PRIMARY/INTERMEDIATE

Animals, Plants, Natural Resources

GETTING TO THE ROOT OF THINGS 175
SPRING: BRANCH OF A TREE 176

Technology

BEANS IN A GLASS 177

INTERMEDIATE

Animals, Plants, Natural Resources

FLOWER POWER 178
HAVE YOU THANKED A GREEN PLANT TODAY? 179
HOW ARE SOME TREES DIFFERENT FROM OTHERS? 180
THE LIFE CYCLE OF A WILD ANIMAL 181
NATURAL BALANCE IN AN ENVIRONMENT 182
SURVIVAL OF SEA LIFE 183
SURVIVAL TRIP 184

Nutrition, The Body

DENTAL HEALTH 185
EVALUATING PERSONAL CHARACTERISTICS 186
EYE CARE 188
FOOD POWER 189

GOOD FOOD AT GOOD PRICES. 190
NERVOUS SYSTEMS 191
TO SMOKE OR NOT TO SMOKE. 192
WASTE NOT 193

Technology

BUILDING A GREENHOUSE 194
DO THEY TELL THE TRUTH ? 195
THE PLASTIC ERA 196
A SMOOTH RIDE 197
WHAT YOU SEE IS WHAT YOU GET ! 198

Weather

WEATHER STATIONS. 199

BIRDWATCHING

SCIENCE

CURRICULUM FOCUS:

1. Bird identification

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Large charts portraying North American birds

INSTRUCTIONAL PROCESS:

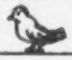
Each day for two--three weeks focus on one type of bird. Have one child draw a picture of it and properly color it. Perch it on a large paper tree that covers the bulletin board. Each day add another bird. The child that draws the bird might record a two--three minute report on tape about that bird. This tape could be placed in the listening center with a corresponding worksheet.

The teacher could make a chart for a bird-watching contest. Each time a child sees a bird and fills in his own personal chart, the teacher fills in the large class chart with a bird sticker.

PERSONAL CHART

Type of bird	Date Seen	Where Seen	Time

CLASS CHART

Students' Names	Robin	Bluebird
1.		

1. A birdhouse could be awarded to the contest winner.
2. The class could go on a walk and watch for birds.

GROWING UP

SCIENCE

CURRICULUM FOCUS:

1. Plant growth, care and needs
2. Doing things for others

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills
#33 Develop personal habits which are socially valued
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Field trip to florist. Purchase supplies

INSTRUCTIONAL PROCESS:

After visiting a florist the children will take the necessary supplies (soil, seeds, pots) back to school and plant them. They will be placed in the best growth-facilitating area.

The students will take turns with plant jobs each day: (watering, planting, turning, putting in the light, etc.)

Once the plants begin to sprout and bud the students will then decide who the plants should be given to: hospital, nursing home, etc.

After they have decided, the class as a whole will give their "work efforts" to a worthy group as a community service.

UTILIZATION OF RAW MATERIALS

SCIENCE

CURRICULUM FOCUS:

1. Relate natural resources to the job they provide
2. Read a map

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two sessions: 1st part--55 minutes research natural resource. 2nd part--55 minutes assemble diagram

ESSENTIAL RESOURCES:
Oak tag or poster board, magic markers, You may want to use PA Map of Natural Resources, Career Exploration Activity Cards For Fun--Frank Schaffer, 26616 Indian Peak Road, Palos Verdes Peninsula, California 90274

INSTRUCTIONAL PROCESS:

After discussing the natural resources available in your geographical area, select one raw material and research all the uses for it. Then make a diagram to show all the jobs that go with each use. For example, wood and its uses could be divided into three categories: Resin products, Building materials and paper products. Under each use, occupations could be associated such as:

Paper Products

Printer
Packager
Newspaper man
Paper hanger
Greeting Card Publisher
Book Publisher

The different uses and related occupations then could be diagrammed on an outline of a tree.

BREAKFAST CEREALS

SCIENCE

CURRICULUM FOCUS:

1. Unit on nutrition
2. Understand that in large measure "we are what we eat"
3. Develop awareness of uses of advertising in consumer world.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One Class Period

ESSENTIAL RESOURCES:

Cereal boxes or pictures of packages of kid-type cereals.

INSTRUCTIONAL PROCESS:

Talk with children about the nutritional importance of eating a good breakfast. Show cartoons or pictures of kid-type breakfast cereals. Talk about elements of packaging and advertising such as use of cartoons; pretty colors, free prizes and point out that these elements have nothing to do with the actual quality of the cereal inside. Read the list of ingredients to children of several cereals and point out the very high sugar content. Talk about what too much sugar does to our teeth, how it influences unsound eating habits. Talk about what kinds of foods go together to make good breakfasts and why good eating habits are important to all of us.

Supplemental Resources: King of Could Be You. Several appropriate films. Develop awareness of careers and self-esteem. Films are short, 5-6 minutes. Cost: $78 each (estimates). Encyclopedia Britannica Educational Corporation.

A CLASS RESTAURANT

SCIENCE

PRIMARY

CURRICULUM FOCUS:

1. Practice in the use of a given sum of money.
2. Selecting nutritionally balanced meals.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Restaurant menus, play money.

INSTRUCTIONAL PROCESS:

Following a study unit on nutrition, set up a classroom restaurant. Plan with the students and print large tagboard menus featuring items found on food lists of various restaurants. The dinner meal is a good menu to begin with. Menus borrowed from local eating establishments are especially helpful here. Set the menus in a prominent place in the classroom. Give each student $3.00 in play money and have them "order" and pay for items from the menu, keeping in mind the facts learned about good nutritionally sound food choices and the four basic food groups. The students with the best food selections will have spent the allotted money wisely. Classroom discussion of student selections will determine this.

WORKING ATMOSPHERES

SCIENCE

PRIMARY

CURRICULUM FOCUS:

1. Learning how we use our sense of hearing, touch, and smell.
2. Using our senses.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 1-3 class periods

ESSENTIAL RESOURCES:
Sound effect records, various tools, aromatic items (see below)

INSTRUCTIONAL PROCESS:

Provide students with an opportunity to learn more about the world of work through their senses of hearing, touch and smell. Play recorded sounds associated with various jobs. Ask the children to name jobs where these sounds would be heard.

Next, ask the children to shut their eyes. Pass around tools, materials, or equipment associated with various jobs for the children to feel while their eyes are closed. Let them guess what they felt. Afterwards, show them the objects passed around and discuss who uses them and why.

Thirdly, give the students an opportunity to use their sense of smell. Place substances with distinct aromas (perfume, vinegar, leather, etc.) in separate containers. Ask the children to shut their eyes and then ask them to identify each substance by smelling it. Discuss jobs where a person would work with these substances. Be certain that the substances you choose to smell are not harmful. Therefore avoid glue, medicines, gasoline and bleach.

Supplemental Resources: Childcraft--The How and Why Library. Fifteen volume set. Links home, school and community. Photographs and illustrations. Cost: $89 (estimates). Field Enterprises Educational Corporation.

MAKING BUTTER

SCIENCE

PRIMARY

CURRICULUM FOCUS:

1. Demonstrate differences technology has made in production processes

CAREER EDUCATION FOCUS:
(DELLA Statement)

#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Peanut butter jar with lid, and electric blender, two half pints of heavy cream, two small dishes, a spoon, salt, crackers

INSTRUCTIONAL PROCESS:

Divide the class in half. Give one group a half pint of heavy cream and a peanut butter jar. Have a child fill the jar and screw the lid on tightly. Ask two children to keep track of the time it takes to conduct the following experiment.

Instruct the children to take turns shaking the jar until they see small lumps forming in the cream. Observe the lumps and instruct them to continue shaking the cream until most of the lumps stick together. How long did this take? Next, give the second group of children a half pint of cream. Instruct them to pour the cream into an electric blender and to turn the blender on full speed. Ask some children to watch the second hand of the clock, while others watch the blender. As soon as the butter separates from the milk stop the blender and record the time it took the blender to separate the butter from the milk.

Have the children help remove the butter from the milk. Place the lumps on two small dishes, add a dash of salt, stir and press out any remaining liquid with a spoon. Spread the butter on crackers, invite the children to taste it, and to decide what it is.

Discuss the experiment by asking questions such as: Which group took longer to complete the task? How much longer? Why? Which method would you use if you were making a large quantity of butter?

Ask the class to imagine what life would be like without modern technology. How would the lack of conveniences such as newspapers, telephones, radios, T.V., mail, cars, buses, trains, planes affect their daily lives?

Supplemental Resources: Community Helper Series - Set II. Film-strips. Set of six. Cost: $35 (estimates). McGraw Hill Book Co.

WORKERS WEATHER WATCH

SCIENCE

CURRICULUM FOCUS:

1. Study of climates and weather
2. Using reference materials
3. Making comparisons

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills
#42 Know external factors affect decision-making and vice-versa

ESTIMATED CLASS TIME: 55 minute discussion period, 55 minute construction of bulletin board

ESSENTIAL RESOURCES:
Construction paper, tempera paint, ruler, scissors, paste and reference books such as encyclopedias and magazines

INSTRUCTIONAL PROCESS:

Discuss how different climates affect the types of jobs available in various geographical areas. The type of jobs available in a warm climate such as Hawaii might be contrasted to those jobs in Alaska. A bulletin board may be constructed to illustrate the contrast of occupations found in different areas. For example:

HAWAII	ALASKA
1. Scuba instructor	1. Dog sled craftsman
2. Employees of pineapple plantation	2. Manufacturer of snow plows or snow blowers.
3. Landscape Architect	3. Manufacturer of thermal underclothing

"GETTING TO THE ROOT OF THINGS"

SCIENCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Use of microscope
   a. focus
   b. slide preparation
   c. magnification

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#26 Determine characteristics/ qualifications of occupations
#29 Recognize materials/ processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Microscopes, prepared slides

INSTRUCTIONAL PROCESS:

Present several optical illusions and discuss how our eyes can be tricked. Then introduce the microscope disguised in a large cardboard box and simply say that a famous scientist realized that sometimes our eyes would need some help in detecting microbes, so he invented an "eyehelper." Allow the children to guess what this instrument is and when guessed place a microscope at each table of three or four students.

Have the groups identify the specific parts of the microscope and then display a large diagram of a microscope and have the children label the parts.

Pass out a slide to each child and show them how to mount a slide, using a drop of water, a piece of their hair, and a slide cover.

At the next session allow the children to view their specimens under a microscope and draw a picture of their slide. Cover the picture with Saran Wrap or laminate them and "mount" on a bulletin board entitled, "What You See Is What You Get" or a title the children create.

SPRING: BRANCH OF A TREE

SCIENCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Nature study; plant growth

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: Over a period of about 3 weeks.

ESSENTIAL RESOURCES:
Large sheets of colored paper or poster board, cellophane tape. Branches from a budding tree; flowering type is particularly good.

INSTRUCTIONAL PROCESS:

As buds begin to form in spring, bring in small branches from a leafing or flowering type of tree (use the same species throughout), or have students bring in short branches (4" or so) from home. Have them mount their first twig and label underneath with the date. On each succeeding day (or every other day at first) have them tape a twig next to the preceding one and label. Call attention to the growth of buds. At the end of the period, twigs will be fully leafed or blossoming . Discuss with students how the seasons affect tree growth, how trees get their nourishment, etc.

Ask students to list occupations that are related to trees and what sort of interests people would be likely to have who did the various types of work. (e.g. Ecologist, tree surgeon, lumberman, forest ranger, fire fighter, nursery grower, landscape architect).

Supplemental Resources: Children's World Series. Six filmstrips. Introduce children to interesting facts about the world in which they live. Cost: $32.50 (estimates). McGraw-Hill Book Company.

BEANS IN A GLASS

SCIENCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Nature study; plant growth

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#14 Understand interrelationship between education and work

ESTIMATED CLASS TIME: Over a period of weeks

ESSENTIAL RESOURCES:
Beans, blotter paper, sawdust, 8-10 oz. glasses (may want each child to bring his own)

INSTRUCTIONAL PROCESS:

Cut blotter paper into strips the height of the glasses. Roll and insert, fill inside with sawdust. Wet sawdust and insert 4 or 5 beans around inside of glass, between glass and blotter paper, about halfway or more up the sides. Label each child's glass and put on sunny windowsill. (You may want to start glasses in groups a few days apart, with date marked on label). Each day, or as often as needed, water glasses. Seeds will germinate and begin sprouting and sending out roots. Children will be able to see both roots and sprouts through the glass. Discuss with students how the beans are growing, using sunlight, water and food energy from the bean itself.

Ask students to list occupations where a knowledge of plant growth is important and what sorts of interests people would be likely to have who did this kind of work. (e.g. farmer, biologist, nursery owner, truck gardener, seed company manager, conservationist).

Supplemental Resources: Community Series: Agriculture and Industry. Eight filmstrips. Show how goods are produced to satisfy needs, and how labor and capital transform raw materials into goods. Cost: $57.50 (estimates). McGraw-Hill Book Company.

FLOWER POWER

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Math computation
2. Science of plants and growth

CAREER EDUCATION FOCUS:
(DELLA Statement)

#65 Understand leisure time can provide some rewards of work
#66 Develop positive attitudes toward value of leisure time
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:
Seed packet for each child and small pots and soil

INSTRUCTIONAL PROCESS:

Make available as large a variety of flower seed packets (vegetable seeds could be substituted) for children to use. Each student should tabulate all the numerical information on his packet, listing the length of growing season, spacing and depth of seed placement, height of adult flowers.

Groups of students will take above information and make graphs to show the differences. These could be mounted on a bulletin board, with appropriate art work done by students.

After the students have used the seed packet information, the seeds could be planted in pots in the classroom, later to be transferred to their own gardens.

HAVE YOU THANKED A GREEN PLANT TODAY?

SCIENCE

CURRICULUM FOCUS:

1. Develop an awareness of the inter-relationship of plants to animals, man's place in nature, how to use natural resources for man's enjoyment.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#18 Recognize developmental processes occurring in and out of school
#29 Recognize materials/processes/tools of occupational clusters
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: 3 class periods

ESSENTIAL RESOURCES:
Field trip to Montour Preserve, Turbotville, PA. Resource books on eco-structure of wooded areas.

INSTRUCTIONAL PROCESS:

1. Discuss man's place in the natural environment. List rules to follow in camping or enjoying nature. (Invite a naturalist to visit the class before the trip).

2. Take a field trip to the Montour Preserve. Take a nature walk on Goose Woods' Trail, pointing out that this is a visit to the home of living things (relate to visiting another person's home). Discuss how the life cycles of all living things are related to each other. (e.g. A dead tree provides benefits for other living things). Point out the importance of careful and quiet listening and observation in nature.

3. List careers that are related to the care of the environment. Ask the naturalist at the Preserve to discuss his work, educational requirements, etc.

4. Role-play how plants or animals might feel when they see man misusing nature.

HOW ARE SOME TREES DIFFERENT FROM OTHERS?

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Classify different kinds of trees
2. Demonstrate ability to identify kinds of trees using the leaf, fruit, and bark

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#17 Recognize role of education in career and life goals
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Ten hours of classroom time in addition to a two hour field trip and interview

ESSENTIAL RESOURCES:
Pictures of various kinds of trees. Samples of various kinds of leaves, fruits, and bark

INSTRUCTIONAL PROCESS:

Arouse students' interest by asking them to collect bark, leaves, and pictures of trees. Discuss the similarities and differences of the samples the students have collected. Allow students to classify the samples they have collected. After this introductory activity you may want to become more specific and ask the students to collect samples of bark, leaves, fruits, and pictures from a tree which has been assigned. Students may mount their collections. It is important to include a field trip where students can actually see these trees in their natural setting, as well as an interview with someone involved with the study of trees (see interview sheet, appendix).

After the field trip discuss how one can learn to appreciate nature by learning more about it. Also disucss how collecting leaves, etc. may become a hobby.

What careers require an interest in and knowledge of trees? Why are these careers important to society?

THE LIFE CYCLE OF A WILD ANIMAL

SCIENCE

CURRICULUM FOCUS:

1. Learning about our own natural environment, the animals which inhabit it, their life cycles.
2. Developing an appreciation for our environment and a concern for protecting it.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand the relationship between education and work
#25 Understand how careers relate to functions of society

ESTIMATED CLASS TIME: Two weeks

ESSENTIAL RESOURCES:

Information from the National Wildlife Federation, Wilderness Society. Library resource books on animals. Overhead projector for presentation.

INSTRUCTIONAL PROCESS:

Present to class the idea of tracing the life cycle of various wild animals, locating natural habitats, types of foods, caring and rearing of young, problems of survival (natural predators, destruction of natural habitats, seasonal food shortages, etc.).

Each student will pick an animal to research and give a presentation to the class. Post a list on the bulletin board where students can write in next to their names the animal they have chosen to study. Allow class time to visit the library and do research. Have class discussions on organizations that are concerned with protecting wild animals; present materials from these organizations and describe some specific concerns, work they are doing. Along with land animals, talk about the plight of such animals as seals, whales and dolphins. You may want to set aside time when students can compose letters to their congressmen regarding the rights of endangered species. Talk about the value of natural wildlife to enriching the lives of all of us.

After students have given presentations, compile their reports in a class notebook to put in the library for other students to read. Discuss careers related to natural wildlife. List as many as possible on the chalkboard. Where could you go to receive training for these careers?

NATURAL BALANCE IN AN ENVIRONMENT

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Study of the life cycle
2. Theory--The Balance of Nature
3. Study of aquarium and terrarium life

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Film--"Aquarium Wonderland" by Pat Dowling Pictures, film--"Terrarium-Classroom Science," BFA Educational Films

INSTRUCTIONAL PROCESS:

Have the students set up an aquarium or a terrarium (or both) in the classroom. Display a large poster showing the life-cycle of the aquarium (fish-plants) and discuss how plants can live in a closed terrarium. Ask the class what kind of jobs people have relating to the study of fish. What will happen if we overload the aquarium with fish or the terrarium with plants? Through this discussion, you can introduce the theory of The Balance of Nature.

Explain what the Balance of Nature is and encourage the students to draw conclusions about how this affects their lives. Have the students read and find out what animals are extinct or are in danger of becoming extinct and why this is so. Let them decide what they can do to solve this problem, stressing the point that this is everyone's job, not just those people directly involved. At this time, discuss what jobs are concerned with conserving our animals and natural resources.

SURVIVAL OF SEA LIFE

SCIENCE

CURRICULUM FOCUS:

1. All living things in the sea depend upon each other for survival

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

This activity is to accompany a unit on life in the sea. Some concepts which should be included in the unit are: one creature dies so another can live. For example, big fish eat small fish. Small fish eat smaller fish. Smaller fish eat tinier fish. The tiniest fish live on plants. Each fish depends upon a smaller fish and, ultimately, plants for survival, The continuity of sea life at each stage is dependent upon the previous stage.

Questions to ask during a discussion would be:

1. Today, we know so much about life in the sea due to which occupations?
2. What other types of dependencies are there, that is, what do you depend upon your parents for besides food?
3. How does the dependence of the fish upon one another compare with the dependence of people on an assembly line upon one another?

Supplemental Resources: Career Awareness. Complete set includes 57 filmstrips with sound. Individual units deal with basic needs, work and the family, the value of things, ways of working, etc. Cost: $850 total estimate. Units are available separately. Scott Education.

SURVIVAL TRIP

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Study of biomes.
2. Understanding different living conditions.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#44 Recognize that decision-making involves some risk taking

ESTIMATED CLASS TIME: One session

ESSENTIAL RESOURCES:
Library books on different biomes

INSTRUCTIONAL PROCESS:

After having the class study several different biomes, divide class into five groups. Each group will be taking an imaginary trip to a different biome-desert, forest, grassland, tundra, or shore.

As a group, pupils must devise a list of materials-tools, equipment, clothes, vehicles, food that they will need to survive one week in their particular biome.

Decisions must be based on knowledge of each biome and individual needs.

DENTAL HEALTH

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Procedure for brushing teeth
2. Making homemade toothpaste
3. Awareness of jobs in dental health

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Salt, soda, dentist or dental hygienist

INSTRUCTIONAL PROCESS:

Invite a dentist or dental hygienist into the classroom to discuss dental health and what dentists, dental assistants, dental hygientists, and dental laboratory technicians do. Show students how to make their own tooth powder using salt and soda and compare this cost with the cost of commercial toothpaste.

EVALUATING PERSONAL CHARACTERISTICS

SCIENCE

CURRICULUM FOCUS:

1. Awareness of personal characteristics in relation to a unit on health

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#03 Understand relationship: self-characteristics/performance
#04 Understand that personal characteristics can be changed

ESTIAMTED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Health chart

INSTRUCTIONAL PROCESS:

Develop a chart which allows students to evaluate themselves. Entitle the chart YOU.

Personal characteristics to be considered are:

A. Appearance
    1. Grooming
    2. Dress
    3. Physical condition (complexion, speech, motor control, general health, diet)
    4. Cleanliness

B. Temperament
    1. Emotional control
    2. Patience

C. Social
    1. Cooperation with others
    2. Ability to converse
    3. Acceptance of criticism
    4. Sense of humor
    5. Cheerfulness

D. Job and Work
    1. Accepts responsibility
    2. Effort
    3. Quality
    4. Attendance and promptness-dependability
    5. Honesty

Students may evaluate the above characteristics by using any of a number of standard methods such as:

A. Place an X in the appropriate column--good, fair, needs improvement
B. + or - in Satisfactory or Unsatisfactory
C. Numbers one through four. Excellent, good, average, below average

Discuss with the students their evaluations and ways they could improve.

EYE CARE

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Understand the parts of the eye, controlling muscles, care of this organ, etc.
2. Investigate the diseases and defects of the eye and corresponding professional workers who attend to them.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Three or four class periods

ESSENTIAL RESOURCES:
Charts, texts, encyclopedia, school nurse with eye charts, eye doctor to visit class

INSTRUCTIONAL PROCESS:

The students will investigate the parts of the eye, how we see, how the eye changes, etc. Included should be several exercises (how to relieve eye tension, how to locate the "blind spot," learning how to read the eye chart under supervision of the school nurse).

Small groups of students will do a research of eye diseases and defects (from astigmatism to glaucoma). Reports will be made to the class on these findings. Listings of all professional workers will be made available, showing years of schooling needed and other pertinent information.

If possible, a doctor who specializes in eye disorders should be asked to visit the class to explain his work and answer the students' questions.

FOOD POWER

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. To analyze personal eating habits
2. To understand importance of good nutrition and basic food groups
3. To shop for and prepare one good meal

CAREER EDUCATION FOCUS:
(DELLA Statement)

#18 Recognize developmental processes occurring in and out of school
#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Books, charts, etc.

INSTRUCTIONAL PROCESS:

In preparation for this unit on nutrition students should keep a detailed record for a week of everything they eat. (This is very important and will provide a basis for future study.)

Using texts, charts, etc. the class will study basic food groups and reasons for good nutrition. This can be supplemented by a talk by the school nurse, posters to be made by students and placed throughout the school (especially in the cafeteria.) When students have sufficient knowledge about food groups, they can begin to make sets of menus including all of the necessary foods. These can be compared with their own records kept the week before.

A committee of students can be in charge of planning a breakfast or lunch to be prepared for the whole class. This will include shopping, actual preparation, and clean-up. If this is done more than once, each student will have an opportunity to help.

GOOD FOOD AT GOOD PRICES

SCIENCE

CURRICULUM FOCUS:

1. Study of the food groups needed for balanced nutrition and good health.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Film-"Measurement in the Food Store" (Coronet Films)

INSTRUCTIONAL PROCESS:

Show students the film, "Measurement in the Food Store."

Then set up a "grocery store" in the classroom. Ask students to bring in grocery ads from the local newspapers. Have students work in pairs to determine what groceries would be bought for a family of four with a specific amount of money (e.g., $50.00 per week).

Help the children to become discriminating between "bargains" and items which are not. Plan shopping lists around the four food groups needed for good health.

Supplemental Resources: Career Awareness. Complete set includes 57 sound-filmstrips. Individual units deal with basic needs, work and the family, the value of things, ways of working, etc. Cost: $855 total. Units are available separately. Scott Education.

NERVOUS SYSTEMS

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Study of the nervous system in the human body
2. Learning about our own mental growth

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Bluntly sharpened pencils

INSTRUCTIONAL PROCESS:

Below are several suggestions for learning activities to help students learn about their own mental growth and nervous systems.

1. Ask the students to experiment with the best conditions for them learning something. For example, complete silence, doing two things at once, associating what is to be learned with objects around you, learning while listening to music, having another person drill you on a particular subject, etc. Discuss whether any one way is better than another for everyone.

2. Here's an exercise for students to test their memories. Separate them into small groups. Have a volunteer make up the first sentence of a story. The next person repeats the first sentence, then adds to it. The third person repeats first and second sentences, and then adds a third sentence. Fourth person, etc. Continue the story, until there are at least ten sentences, or until each person has had three turns.

3. Here's an experiment for the students to try to find out if nerve endings are evenly spread over a person's body. Ask the students to choose a partner. Have one person close his/her eyes or use a blindfold. The other person whould use two bluntly sharpened pencils. Hold the pencils close together and touch the tip of fingers, back of hands, the neck and cheek. Move the pencils apart until they are distinguishable as two. This is the approximate distance between the nerve endings. Record the distance between nerve endings on the finger tips, back of hands, the neck and cheek for each person. How do they compare?

TO SMOKE OR NOT TO SMOKE

SCIENCE

CURRICULUM FOCUS:

1. Develop knowledge of respiratory system and hazards of smoking.
2. Develop decision-making skills.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued
#41 Understand decision-making involves responsible action
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 2-3 class periods

ESSENTIAL RESOURCES:
Texts and films about the respiratory system and materials (posters, films, filmstrips, bookjackets, bookmarks, etc.) from the American Cancer Society.

INSTRUCTIONAL PROCESS:

After adequate research into the respiratory system, using conventional resources, the class will be given several exposures to possible results of cigarette smoking.

Smoking machines that are available from the American Cancer Society will be used by students to prove the darkening of lung tissue.

Posters about smoking will be made by the students to be displayed throughout the school.

Students will interview adults who have been, or still are, smokers and will report their findings to classmates.

Students will role-play in situations involving possible decisions they will make in the future, when friends urge them to begin smoking.

WASTE NOT

SCIENCE

CURRICULUM FOCUS:

1. To continue from a unit on nutrition to a unit on cafeteria management.
2. To chart amounts of food waste over a specified time.
3. To suggest ways to cut down on waste.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#31 Develop positive attitudes toward employment
#30 Realize: work is an integral part of the total life style
#32 Realize one's success in work is affected by one's attitudes
#34 Recognize that occupational stereotyping is undesirable

ESTIMATED CLASS TIME: Two class periods and time in the cafeteria

ESSENTIAL RESOURCES:
Speakers, graph paper

INSTRUCTIONAL PROCESS:

Arrange for the food services manager and a cafeteria worker to speak to the class about how menus are planned, how food is purchased, different careers open in this field, etc. Important concepts of nutrition, cleanliness, promptness should be brought out.

Arrangements could be made to have small groups of students check on amounts of food thrown away after each lunch period in a school. For instance, whole vegetable servings that are scraped into the garbage could be classed as one "waste unit" for measuring purposes. After the count has been taken over a length of time, graphs can be made, showing names of vegetables, ages of students, and amounts of waste. Following this the class will analyze results and make suggestions to the principal. (Depending upon zoning, it might even be possible to feed scraps to pigs kept near the school).

BUILDING A GREENHOUSE

SCIENCE

CURRICULUM FOCUS

1. Testing knowledge of biology
2. Increasing vocabulary
3. Descriptive writing

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: Three-six class periods or longer depending on depth of study.

ESSENTIAL RESOURCES:
Plan for a greenhouse, Dictionary of Occupational Titles, Science books-biology, Pictures of greenhouses, Occupational Outlook Handbook, horticulture references

INSTRUCTIONAL PROCESS:

Activity one: Students are directed to design a greenhouse. This requires a sketch, dimensions, material. (Pictures of greenhouses will help. Student imagination should be encouraged. Ask about geodesic dome.) Near the end of this activity ask the students to list the type of workers needed to complete the greenhouse. Why would anyone need a greenhouse?

Activity two: Using the provided list of terms as a base, ask the students to list all the things needed in a greenhouse. Define the terms. Prepare an article for a newspaper that explains what is done in a greenhouse.

Activity three: Build a model of a greenhouse, including the interior. Prepare signs to stand at appropriate locations indicating the workers needed to build and operate the greenhouse and the skills required of each.

Supplemental Resources: Education: Who Needs It? Four filmstrips, cassettes and teacher's guide. Shows need for education in the worlds of work. Cost: $100 (estimates). Counselor Films.

DO THEY TELL THE TRUTH?

SCIENCE

CURRICULUM FOCUS:

1. Testing Commercial Products
2. Graphing

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: From one hour to a week depending upon the number of products tested.

ESSENTIAL RESOURCES:
All kinds of products--two different brands for each product. You may want to use utensils, etc. for testing products. You may want to introduce class to Consumers' Reports.

INSTRUCTIONAL PROCESS:

Have pairs of students test products as they are advertised on T.V. Be sure to keep products' names covered until all testing is finished.

Keep chart on products and record results of each test.

1. Did the product stand up to claims on T.V.?
2. Which brand did students feel was the better of the two they tested?
3. Which would be a better buy for the price?
4. Which would the students buy?

Class will prepare a large chart to post in the classroom. This may be continued all year. Also, it may be revised each year.

Discuss: What careers are involved in advertising? (e.g. layout artist, copywriter, sales executive, package designer, market researcher).

THE PLASTIC ERA

SCIENCE

CURRICULUM FOCUS:

1. Develop an awareness of how science has lead to the creation of entirely new products, new ways of doing things, new careers.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a "career"
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 5 class periods or more

ESSENTIAL RESOURCES:

Encyclopedias, resource books on development of various plastics and on materials used during the pre-plastics period. Collect as many samples of materials as possible.

INSTRUCTIONAL PROCESS:

Assign students in groups to research various plastics, their origins and uses (e.g. nylon, rayon, styrofoam, acrylics, etc.). Have them prepare lists of ways their particular plastic is used. Each group gives a presentation to the class.

Discuss what people used before there were plastics. What materials were substituted with plastic? To facilitate discussion, choose a product area (textiles, cook ware, building materials, etc.) and list materials developed before plastics, as well as different types of plastic materials. Example:

Textiles

wool
linen
nylon
dacron polyester
fiberglass

silk
cotton
orlon acrylic
rayon
blends of synthetic organic materials

What are some careers related to the development of plastics? Where would one go to receive training in these careers?

A SMOOTH RIDE

SCIENCE

CURRICULUM FOCUS:

1. Transportation unit
2. Understand origin of earth
3. Awareness of different training for different jobs

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Asphalt plant
Paving project
Samples of rock materials & raw asphalt
Movies/on refining asphalt or quarry work

INSTRUCTIONAL PROCESS:

Plan a field trip to an asphalt plant. Explain to students that they will find out how the road is made. Once they arrive at the plant, they will be shown the raw materials from which the blacktop will be formed. By touring the mixing plant, students will see how the materials are proportioned, dried, & mixed or run through the pugmill. After mixing, it is batched into the trucks, to be hauled to the job sites.

The class could then travel to a job site to observe the material being dumped from the truck into the paver and spread onto the road surface. The students will also be able to see how the material is rolled into a tight non-moving roadway.

Returning to the classroom, the teacher and students could discuss the different types of uses for the materials that they saw, using the samples as listed above.

The new vocabulary words would be:

batch
paver
blacktop
asphalt
pugmill

petroleum
aggregate
distillate
quarry

Ask the students to draw a picture of their most interesting part of the field trip and look for rock samples arould their home. They can include pictures of people who work with this material.

WHAT YOU SEE IS WHAT YOU GET!

SCIENCE

CURRICULUM FOCUS:

1. Observation and inferences
2. Using a microscope

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Five minutes per unit (Individualized Learning Center as an ongoing activity)

ESSENTIAL RESOURCES:
Low power microscope, Seven scraps of fabric of various textures (2" x 2") numbered 1 to 7, Envelope for fabric, paper and pencil, Ditto page with seven circles 2" diameter

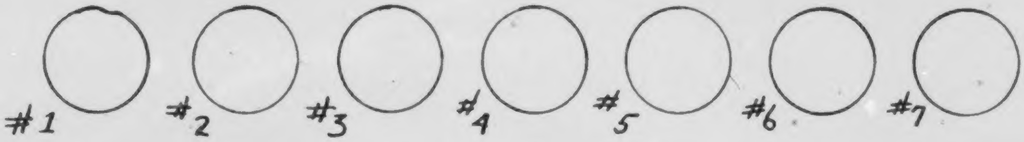
INSTRUCTIONAL PROCESS:

Directions on card in Learning Center:

1. Examine each fabric scrap under the microscope.
2. Each fabric scrap has a distinct pattern.
3. Observe carefully
4. Draw accurately what you observe on the ditto provided.

Ditto Sample:

WHAT YOU SEE IS WHAT YOU GET!



In the circle numbered to match your sample, draw what you observe about the pattern of each sample.

Note:
1. Check the weave of the items ahead of time to make sure there are distinct patterns.

2. For variations, use different grades of sand paper and wood as samples to be examined under the microscope.

WEATHER STATIONS

SCIENCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Learn different components of the weather

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: Two class periods (45 minutes each) plus continuing observations

ESSENTIAL RESOURCES:
Barometer, wind vane, thermometer, milk carton, broom straw, needle, tape, glue and human hair for hygrometer, pointed paper cone, ruler, milk carton, small straight-sided jar, larger jar, tape and scissors for rain gauge

INSTRUCTIONAL PROCESS:

Demonstrate to students how to read a barometer, a wind vane and a thermometer. Provide the students with instructions for making a hair hygrometer and a rain gauge. Divide the class into groups to make these pieces of equipment. Have the class set up a weather station. Each morning a different student(s) will be responsible for reading the instruments. The class will then prepare a weather report for the day which can be given over the school intercom system by a different student each day. A follow-up activity would be to visit a local weather station or to invite a weatherman to your class.

INDEX OF TITLES

SOCIAL STUDIES

PRIMARY

Community, Community Workers

A WALK AROUND SCHOOL 203
HOMETOWN MAP 204
THE SEAT UP FRONT 205
OUR TOWN 206
JOBS ARE EVERYWHERE 207
A BLOCK IN OUR TOWN 208
COMMUNITY HELPERS 209
FIND ME A FARM! 210
A TRIP TO AN ANIMAL SHELTER 211
EMERGENCY 212
PUBLIC SERVANTS 213
CAREER COLLAGE BULLETIN BOARD 214
BULLETIN BOARD OF CITY CAREERS 215
WHAT'S MY LINE 216
OCCUPATIONAL RIDDLES 217
HAT RIDDLES 218

Industry, Business

FABRICS AND FASHION: NOW AND YESTERDAY 219
TRANSPORTATION 222
GOODS AND SERVICES 223
THE YELLOW PAGES 224
BAKERY BINGO 225

Self, Family, and Others

IDENTIFY THE FEELINGS 226
HAPPY OR SAD 228
COLOR YOUR FEELINGS 230
TURN DOWN THE PICTURE 231
I WAS; I AM; I WILL BE ABLE 232
ME, MYSELF AND I 233
DUSO 234
GETTING ALONG WITH OTHERS 235
SUCCESSFUL PEOPLE AND WHAT THEY DO! 236

PRIMARY/INTERMEDIATE

Community Study, Occupations

A SCRAPBOOK FOR EACH CLUSTER 237
THE WANT ADS 238
CLASS SHOPPING CENTER 239
ASSEMBLY LINE PROJECT 240

Geography, History

KNOW YOUR STATE: PARKS AND FORESTS 241
GEOGRAPHY GAME. 242
THE EVOLUTION OF CITIES 243
BECOMING URBANIZED. 244

Self, Family and Others

THE TIME CLOCK. 245
EVALUATIONS 246
DECISION AWARENESS. 247

INTERMEDIATE

Communications, Consumerism

PRODUCTION AND CONSUMPTION. 249
WAREHOUSE TRIP. 250
SUPER SHOPPERS. 251
SHOPPING DECISIONS. 252
WHY DOES A PIZZA COST SO MUCH?. 253
USING GAMES IN SOCIAL STUDIES 254
PRODUCING COMMERCIALS 257
TELEPHONE SKILLS. 258
JUNK AUCTION. 259
CREDIT CARDS. 260
A CAMPAIGN - SELLING SCHOOL SUBJECTS. 261

Citizenship, Community Study, Occupations

ASSEMBLY LINE 262
OBSERVING PUBLIC WORKERS. 263
CLASS COURTROOM 264
SHOPLIFTING 265
THREE CAREER WEEKS - JOBS OF THE PAST, PRESENT, FUTURE. . . 266
COMMUNITY WORKERS 268
PRODUCERS AND CONSUMPTION 270
A PANEL DISCUSSION OF NEWS ITEMS. 272
COOPERATIVE COLLAGES. 273
WHERE WILL I FIND WORK? 275
OUR SCHOOL. 276
PANTOMIME 277
POLAROIDING SCHOOL CAREERS. 278
CAREER RELATED CROSSWORD PUZZLES. 279
CRACKED CRAFT 280
JOBS ON A COLONIAL WHALER 281
BLOCK WALK. 282
CLASS TALENT SHOW 283
CAREER EXPLORATION PROGRAM. 284
PUZZLED CAREERS 288
ROBOT MOVEMENTS DEMONSTRATE HABITS. 290

Geography, History

HERITAGE EXCHANGE 291
THEN AND NOW. 292
PIONEER DAYS. 293
MELTING POT 294
DIVERSIFIED COMMUNITY OCCUPATIONS 295
MAPPING THE STATE 297
STATE GEOGRAPHY 298
ABBREVIATIONS FOR STATES OF THE UNION 299
A SMOOTH RIDE 300
LET'S TRAVEL. 301

Self, Family, Others

WHO'S WHO 302
CLASS RECORDS 303
FAMOUS AMERICANS. 305
DEVELOPING A JOB BANK 306
CULTURAL CONTRIBUTIONS OF AMERICAN BLACKS 308
TWENTY THINGS I LIKE TO DO. 310
A HAIRY SITUATION 313
DO YOU WANT A HUNDRED DRESSES?. 314

A WALK AROUND SCHOOL

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of the community.
2. Identifying community workers.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Take a short walk around the school. Select a route which will involve seeing a number of people at work.

After the walk, have the children dictate to the teacher to write an experience chart. Include the workers seen and what they were doing. Ask the children to practice reading the experience chart after it has been written.

Some children might like to write their own impressions of the walk. Share and display these "stories."

Supplemental Resources: A Child's Life in the Big City Five filmstrips with sound and guide. Includes city scenes with background sounds. Presents values, purposes and social concepts at the child's level of understanding. Cost: $75.00 (estimate) Educational Activities, Incorporated

HOMETOWN MAP

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Studying the community we live in
2. Reading maps

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: Three hours or more

ESSENTIAL RESOURCES:
A map of the community, pins, colored paper for making flags

INSTRUCTIONAL PROCESS:

Attach a street map of your community to a wall at a height that children can reach. Have children locate landmarks, their homes, homes of relatives and family friends. Ask them to show you what routes they take to get to familiar places. Make a little flag with the word school printed on it. Have the children help you pin this flag to the appropriate address on the map.

Work with the children to put flags on the map for the places where their father or mother works. Talk about these jobs. Talk about how all these people contribute to the functioning of society. Talk about the variety of jobs there are and what they would like to do when they grow up.

A map of the downtown or Main Street area of your community can also be made. List the various merchants and professionals that serve the community in this area. Group them into different categories, such as essential services, leisure commodities, retail items, repair services, manufacturing, and professional services. Color key each category and put flags on the map for them. Discuss these categories.

Supplemental Resources: Classroom Journeys. Two filmstrips with sound. Offers insight into community life and relations. Cost: $98.00 (est.) Troll Associates

THE SEAT UP FRONT

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Learning about community helpers (e.g. bus driver).
2. Making a map of the community.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Picture of a school bus, a school bus driver, large paper, magic markers.

INSTRUCTIONAL PROCESS:

Invite a bus driver to visit the class, to discuss his or her job and how it relates to the functioning of the school. Show (or draw on board) a picture of a school bus and talk about different parts of the bus and why it is important to keep it in good running condition. Make a make-believe bus with chairs and have students take turns being the bus driver.

As a conclusion students may make a map of the routes the bus takes and the childrens' homes along the way.

OUR TOWN

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Social interaction
2. Coping with others
3. Compromising
4. Group decision-making
5. "Neighbor" concept

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: All year (ongoing)

ESSENTIAL RESOURCES:

Room has desks arranged in clusters of four--five with children facing each other. Large posterboards and art supplies

INSTRUCTIONAL PROCESS:

At the beginning of the year, introduce the concept of "neighbors" and have students introduce each other to the other members of their group. Call each group a town and have the children design their town on the poster board alloting to each neighbor a plot of ground and saving space for the specific stores, parks, and whatever "extras" they want to include in their town. They may choose a name for their town. Display "town blueprints" at an open house so kids can show their parents where they "live."

Encourage "litter control" and "police inspection" of each town by elected community workers. Frequently motivate a discussion on some good ideas a particular town has come up with. Possibly a "Good Housekeeping" award could be awarded weekly to the cleanest town. This concept encourages self-discipline and is easily adapted to behavior modification--e.g. verbal praise or tokens for the best "behaved" town.

JOBS ARE EVERYWHERE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. The neighborhood
2. The community--
   community workers

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society
#29 Recognize materials/ processes/tools of occupational clusters
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: Two -- five class periods

ESSENTIAL RESOURCES:
Polaroid camera(s)

INSTRUCTIONAL PROCESS:

Take a field trip to a "downtown" area. Ask the children to observe people doing jobs--(i.e. construction workers)--Store clerks--bank tellers--policemen. Each child is responsible to take at least one photograph of someone doing something. The trip is for observation only--not interviews. In the classroom have each child discuss the job title and offer information about the person he has photographed. Display photographs or compile a book entitled, "Workers In Our Community." This activity is used to familiarize children with job titles and make them aware of the variety of jobs within a few square city blocks.

A BLOCK IN OUR TOWN

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Becoming aware of many types of work in the community
2. Practicing drawing skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understanding how occupations relate to functions of society
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Three periods

ESSENTIAL RESOURCES:
White roll construction paper 10 feet x 5 feet, tempera paints, brushes

INSTRUCTIONAL PROCESS:

Following a discussion of community workers, have the children paint a concentrated mural of a block in their city or town. The mural will be quite long and could be hung in the school hall. Upon completion of the mural have each child draw a picture of himself in the occupational roll he likes best. Be sure the child includes the proper attire on his figure. The figures are then cut out and pasted in appropriate spots on the mural (policemanon the corner, truckdriver and a truck being unloaded at a school, etc.) The children could culminate the activity by composing a paragraph on the topic, "I am a ----. I am needed in my town because ----."

COMMUNITY HELPERS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Learning about community helpers.
2. Practicing descriptive language.
3. Increasing sight reading vocabulary.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Community Helpers Picture Packets (Standard Publishing Co., Cincinnati, Ohio), envelopes

INSTRUCTIONAL PROCESS:

Display the pictures of various people at work. After having discussed the various occupations, several children are given envelopes with the word postman, teacher, or doctor, etc. printed on a slip of paper inside. The children then take turns dramatizing the occupation printed inside their envelope. They do not say the title of that job. When the class guesses the job the printed title is placed below the picture.

FIND ME A FARM!

SOCIAL STUDIES/GEOGRAPHY

CURRICULUM FOCUS:

1. To have students decide what kind of soil, weather, surrounding terrain and area would be necessary for a particular kind of farm

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters
#42 Know external factors affect decision-making and vice versa
#49 Develop effective decision-making strategies and skills
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: 30 minutes a day for three or four days

ESSENTIAL RESOURCES:

Pictures of farms, flannel board, pictures of types of soil (sandy, clay, etc.) pictures of weather (cloudy, rainy, sunny, etc.), terrain examples (mountains, plains, etc.)

INSTRUCTIONAL PROCESS:

Day one: View the "pictures" of a variety of farms with the students. Ask them what kind it is (truck, cattle, dairy, sheep, orchard, horse, chicken, grain) Ask the class to decide what kind of farm they should plan together. Let each child give his favorite and why. Decide on one farm and put the others aside for now.

Day two: Show weather pictures. Discuss these and how they may add to or hamper productivity of the farm selected. Select ideal weather conditions for the farm to make it most productive.

Day three: Show soil terrain pictures and discuss most beneficial types as on the previous two days. Also decide the size that the farm should be. Select those conditions which would be most suited to the type of farm selected.

Day four: Combine all the selected elements on the flannel board or easel to complete the picture of a productive farm.

Example: Dairy Farm
Weather--mild climate, not too hot
Area--large amount for grazing
Soil--clay or humus for growing grass
Terrain--flat or hilly, not mountainous.

Write these elements on a large sheet of chart paper.

Make a class mural of their complete farm.

A TRIP TO AN ANIMAL SHELTER

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Understanding worker traits.
2. Learning about environmental variety.
3. Art skills in use.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: 4-6 class periods plus a field trip

ESSENTIAL RESOURCES:
Bus transportation, construction paper, crayons, paint, scissors, paste

INSTRUCTIONAL PROCESS:

The teacher will plan a trip to an animal shelter. Prior to taking this trip the children will need to understand the primary purpose of the trip which is to become aware of the variety of workers needed to maintain an animal shelter. They should be thinking about the ideas they need to develop a puppet show. Class discussion may encourage the children to anticipate what to look for on the field trip and the rules to be followed. Some time should be given to developing questions that might be appropriate to ask the workers at the shelter.

During the trip to the animal shelter the children should be encouraged to observe closely, to ask questions and to remember what they have seen.

During the next class period the children can draw or paint pictures of the animal shelter. Students will explain their pictures to the entire class. The purpose is to review the information learned about the animal shelter during the trip. It is anticipating the development of a puppet show.

Discuss ways sharing responsibilities for tasks and the reason for the sharing of responsibilities. Identify all of the different jobs they might have observed during the trip to the animal shelter. List them in front of the students. Students may role-play some of the people they saw working at various jobs.

Plan and present a puppet show about the building of an animal shelter which will tell other students about the division of labor. Additional activities might include building an animal shelter or taking a walking trip around the neighborhood to identify places of work.

EMERGENCY

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Awareness of professions needed for home emergencies.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#23 Acquire vocabulary for describing the world of work
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Telephone directories

INSTRUCTIONAL PROCESS:

Play the game "Emergency" in class. Instruct the students to name the professional they would contact in case of an "emergency," such as the following:

1. Broken water pipe. (plumber)
2. Constantly blown fuses. (electrician)
3. Sickness in family. (doctor)
4. Toothache. (dentist)
5. Loss of picture on T.V. (T.V. repairman)
6. Loss of heat. (furnace repairman)
7. No dial tone in telephone receiver. (telephone repairmen)
8. Dented fender on car. (auto-body shop)
9. Car needs tuned. (auto mechanic)
10. Watch gains time. (jeweler)

Etc.

PUBLIC SERVANTS

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Develop awareness of the Public Service cluster
2. Associate occupational titles with the jobs they perform

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Sharing and Caring filmstrip, Art and Design Filmstrips
Galveston, Texas, filmstrip projector

INSTRUCTIONAL PROCESS:

To introduce the Public Service Cluster of jobs, review the " "Sharing and Caring" filmstrip and discuss it. Also The Kingdom of Could Be You--Public Service (available from Encyclopedia Britannica Corporation) is a good introductory film. Both describe those members of the community who help make our environment clean, safe and efficient. Then list all the public servants that were mentioned in the film.

The next class period could be used as a more in depth study of public servants through the use of My Career Workbook, Pages 2, 3, 26 & 27 to illustrate the uniform of the various workers and also what tasks they perform.

As supplementary resources use: My Career Workbook from Career Futures Incorporated.

CAREER COLLAGE BULLETIN BOARD

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Knowing community workers
2. Associating beginning sounds
3. Oral language development

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
Magazines, paper, paste, scissors

INSTRUCTIONAL PROCESS:

1.) Select a sound ("A", "B", etc.) and assign a group of children to make a bulletin board. This project can be used for two weeks at a time. Every two weeks select a new sound and a new group of students. Students cut out magazine pictures of people whose job or job title begins with that particular sound. They are responsible to describe to the class some aspect of those particular careers they have contributed to the "career collage bulletin board."

2.) As the children learn to write, they can briefly describe on note cards certain occupations. These cards should be placed in an envelope near the bulletin board. Children then can match the card to the picture.

BULLETIN BOARD OF CITY CAREERS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of the city
2. Careers in a city

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupation and careers
#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualification of occupations

ESTIMATED CLASS TIME: Two lessons--25 minutes each

ESSENTIAL RESOURCE:
Social studies book--SRA Our Working World, pictures of cities, drawing paper, magazines, construction paper, scissors, corrugated paper.

INSTRUCTIONAL PROCESS:

First lesson: Children make a model of a city out of construction paper and corrugated paper. Place the model of the city on a bulletin board.

Second lesson: Allow children to leaf through social studies books. Show them pictures of cities. Ask them to name various occupations connected with a city. List these occupations on the board. Discuss them. Ask the children to draw a person engaged in their favorite "city or town occupation." (Variation: cut pictures out of magazines of people engaged in their favorite "city occupation.") Place these pictures on the bulletin board in a proper environment.

"WHAT'S MY LINE"

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Communication skills.
2. Awareness of school workers.
3. Practice in asking questions.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Adults as guests

INSTRUCTIONAL PROCESS:

Adaptation of the television game, "What's My Line." Have each student select a particular occupation to be guessed by a panel of selected students. The panel may only ask questions which require a "yes" or "no" answer. Students may take turns being on the panel and assuming the "guest" role. For an added attraction, invite a "Mystery Guest" to play "What's My Line." Blindfold the panel members before having the guest come into the room. Suggested Mystery Guests: school nurse, principal, art teacher, janitor, cook, librarian, etc.

OCCUPATIONAL RIDDLES

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Communication skills.
2. Practice in written expression.
3. Writing descriptive statements.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Examples of riddles.

INSTRUCTIONAL PROCESS:

Explain how to state or solve a riddle. Have each student select a different, favorite occupation on which they would like to write a "riddle."

The Occupation Riddles may range in varying degrees of difficulty according to grade and ability levels.

The following examples may be presented to the students:

1. I deliver letters and packages to your home. Who am I? (Mailman)

2. I like to build houses of wood. I use a hammer and nails. Who am I? (Carpenter)

3. I raise cattle and sheep and grow all kinds of fruits and vegetables. Who am I? (Farmer)

4. I go to school everyday and help children learn. Who am I? (Teacher)

5. I lend people money and help them to save their money. Who am I? (Banker)

Variation: Select one occupation and have students write riddles concerned with the specific tools of that occupation. Example:

Occupation - Carpenter

1. I have teeth and I cut wood. What am I? (Saw)

2. I have claws and a head and I strike nails. What am I? (Hammer)

3. I use bits and I make holes. What am I? (Drill)

"HAT" RIDDLES

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Practice in handwriting and written expression

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#29 Recognize materials/processes tools of occupational clusters

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Collection of hats

INSTRUCTIONAL PROCESS:

Have students identify various occupations from the type of "Hat" the person wears. Instruct the student to write simple riddles describing the hat worn by a person in a particular occupation.

Examples:

1. I wear a small cap and a white uniform. I assist doctor's in helping sick people. Who am I? (Nurse)
2. My hat is hard and has a light attached to the front brim. The light is used when I go down into deep holes in the ground. Who am I? (Miner)
3. My hat is shaped like a floppy mushroom. It's found most often in the kitchen. Who am I? (Baker)

FABRICS AND FASHION: NOW AND YESTERDAY

SOCIAL STUDIES

CURRICULUM FOCUS:

Unit on Clothing, Now and Long Ago

1. Awareness of material clothing is made of.
2. Development of vocabulary to describe the texture of different clothing materials.
3. Awareness of processes involved in making a finished garment.
4. Awareness of how to choose clothing appropriate to climate and occasion.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquire basic consumer skills
#64 Understand interrelationships: leisure time/one's career
#23 Acquire vocabulary for describing the world of work
#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Filmstrips, books, fabric samples

INSTRUCTIONAL PROCESS:

A basic outline of this unit follows:

I. Clothing made from Animal Sources
    A. Wool
    B. Silk
    C. Leather
    D. Fur
II. Clothing made from Plants
    A. Cotton
    B. Rubber
    C. Linen
III. Clothing made from Synthetics
IV. The Clothing Industry
    A. Raw Materials
    B. Processing Raw Materials Into Cloth
    C. Manufacturing Garment
        1. Designers
        2. Patterns
        3. Cutting Fabrics
        4. Finishing Garments
    D. Wholesaling Garments
        1. Distributor
        2. Trucker
    E. Retail Store
        1. Pricing
        2. Inventory
        3. Sales
V. Clothing Throughout History
VI. Clothing Today

Day #1: Display some fabrics and let children feel them. Talk about what kinds of fabrics they are. Develop a vocabulary to describe their texture. Ask the children to bring in swatches of fabrics. Create a bulletin board or display table with these samples and make labels of the names of the fabrics and words the children have used to describe their feel for each fabric. This will increase the children's sight vocabulary.
Ask the children to bring in pictures of models wearing clothes of today, and pictures of dress from different periods in history. When they bring them in, contrast them and create a display. Several children may also have dolls of different national dress they can also bring in to be displayed.

Day #2: Discuss the fabrics the children bring in that have been made from animal sources--wool, silk, leather, and fur. Make a bulletine board that would enable the child to match the fabric up with its animal source. Show a filmstrip. Create a classroom library of books about fashions, where the raw materials come from and how they are processed and about the different careers in the clothing industry--from the farmer to the retail merchant.

Day #3: Show a filmstrip about the making of wool from sheep. Discuss. Talk about care of wool garments. Bring in dry cleaning instruction tags to display and discuss.
Ask the children to make picture dictionaries so that they can add new words they learn connected with this unit. Ask them to paste samples of fabrics in these dictionaries beside its written name. Include in the dictionaries the job titles of workers involved in the clothing industry.

Day #4: Introduce a sewing project that can be done in the students' free time in an art center in the classroom. Have buttons, needles, thread and fabrics available. Teach how to sew on a button. Have sample patterns for the students to cut out and sew hand puppets or doll clothes.

Day #5: Provide cardboard looms. Show the children how to practice weaving on these looms. Make these materials available for them to use in their spare time in the art center.

Day #6: Show a filmstrip about silk. Discuss. Display silk items. What types of things are made from silk?

Day #7: Display materials made from leather and fur. Show a filmstrip. Invite children to tell stories of times they may have gone hunting with a parent. Invite parents to speak to the class about how to hunt and what to do to the leather and fur to make use of them. Talk about different kinds of fur and the animals from which they come.

Day #8: Discuss the types of cloth that is made from plants. Bring in pictures of cotton growing in fields. Bring in samples of cotton, if possible processed into cloth and unprocessed. Ask if the children have relatives who used to pick cotton. Perhaps they could be invited to class. Show a film.

Day #9: Discuss rubber--where it comes from and how it is used. Perhaps some children would like to find out more about the growing and processing of rubber by researching books and encyclopedias in the library. The class could begin making a book about what they have been learning.

Day #10 & 11: Learn about the industry of making clothing. View films, display books and pictures. Take field trips. Contrast the difference between how clothing is made today with how it was made in the past. Discuss the jobs that would be involved in this industry. Discuss how liking fashions, or sewing, or drawing might be related to this industry. Ask if anyone in the class has interests or hobbies that make them want a career in the clothing industry.

Day #12: Discuss the differences in dress for different seasons, climates and occasions. Have the children find pictures that illustrate these differences in clothing. Discuss and create a bulletin board display.

Day #13: Let the children who wish to dress up like someone else in history-Ex: Indians, Pilgrims, Daniel Boone, etc. do so. Discuss the reasons these people from history dressed this way. Ask:

Do we form opinions about people from the way they dress?
What factors should one keep in mind about dressing?
Discuss the importance of neatness, clean clothes, colors that complement each other, and appropriateness.

Day #14: Involve the students in drawing a mural. Make half of it show modern day dress; the other half show dress of long ago.

Supplemental Resources: What Do People Do? Twelve filmstrips with sound. Answers questions about what adults do when they work. Cost: $132.00 (estimate) Troll Associates

TRANSPORTATION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Develop awareness of different types of transportation and what the steps in production are

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two weeks

ESSENTIAL RESOURCES:
Resource books on transportation and history of transportation.
Building materials for constructing a city.--Corrugated cardboard, tinfoil, poster paints, markers, rulers, colored plastic.

INSTRUCTIONAL PROCESS:

Have children build a city including all means of transportation.

Group children (by interest) according to the means of transportation they choose. Each child will research and then reproduce this means of transportation for the city. Invite other classes in and have a spokesman from each group explain all their research.

Items of research should include:

1. Identification
2. When this mode of transportation was created
3. What is necessary for its production
4. Uses and comfort
5. Future proposals to improve the mode of transportation chosen
6. Who is involved in the process of production

GOODS AND SERVICES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Develop knowledge of occupations concerning goods and services.
2. Awareness of relationship between workers in these areas.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

1. Introduce differences between goods and services. Have students list numerous jobs under each category. Discuss the differences between these jobs and how they are related to each other.

2. Ask the students to form three circles (10 children in each circle). Have children choose an occupation from those listed above and pantomime at least three characteristics of that job. (e.g., a meat cutter, a cashier, etc.)

3. Then ask the students to guess what occupation is being pantomimed.

THE YELLOW PAGES

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Learning to use the yellow pages of the telephone book.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Telephone books, paper, pencils, How We Use The Telephone Directory (filmstrip), Telezonia, Communicating by Telephone, available from the Bell System.

INSTRUCTIONAL PROCESS:

After viewing the filmstrip How We Use The Telephone Directory, distribute telephone directories, paper and pencils to each student. Print the following sentences and others similar to them on the chalkboard.

1. The person who takes care of our teeth is called a _________.
   Pages_______.

2. Lumber to build houses can be purchased from a ___________.
   Pages_______.

3. If you would like to read about what is happening in your world, you would need the _______________.
   Pages_______.

Have the children print the number of the sentence, the answer to the question and the page number of the yellow pages where the answer was found. Several answers may be given.

BAKERY BINGO

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. To reinforce words discussed and used in studying the bakery and its functions.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: One or more class periods

ESSENTIAL RESOURCES:
Large index cards with six sections drawn, small cards with a word on each, bingo chips or cardboard discs-six for each child.

INSTRUCTIONAL PROCESS:

1. Show a list of the words that will be used and go over them with the children; leave this list displayed for the first 1 or 2 games played. Some suggested words are:

knead, flour, butter, salt, bakery, sugar, bread, rolls, ingredients, yeast, mixer, combine, baker, pans, etc.

2. Distribute large cards and chips. Select a helper for the first game. Place the small cards in a bag to be shook before each is drawn out. Have the child call out each word and show it. Words may have to be pointed out on the list for the first game or two.

3. The first child to cover all the words on his card wins and may next call out the words. If two win, then one shakes, and one calls and they switch jobs during that game.

4. Afterwards this may be placed in a packet for children.

Example of the large index card:

X	X	X
X	X	X

IDENTIFY THE FEELINGS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. People in the family have feelings different from mine
2. People in the family enjoy different interests from mine

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop necessary socialization skills
#2 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: One period

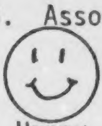
ESSENTIAL RESOURCES:
Ditto sheet (attached) Pictures of people doing various jobs and activities

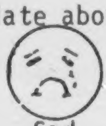
INSTRUCTIONAL PROCESS:

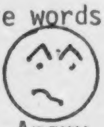
1. Discuss concept that the people within a family have different feelings. They also enjoy different things.

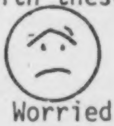
2. Discuss words: happy, sad, angry, worried, afraid, no feeling.

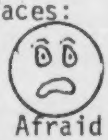
3. Associate above words with these faces:

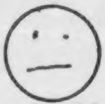

Happy


Sad


Angry


Worried

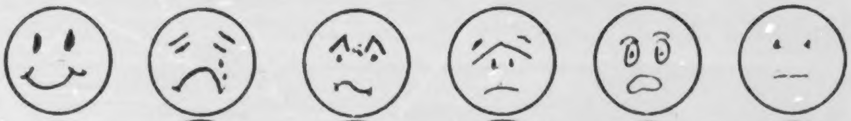

Afraid

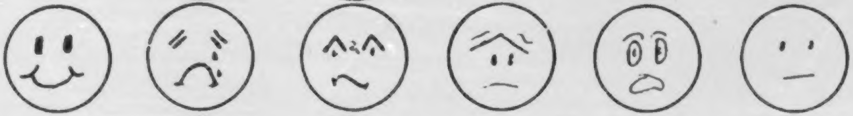

No Feeling

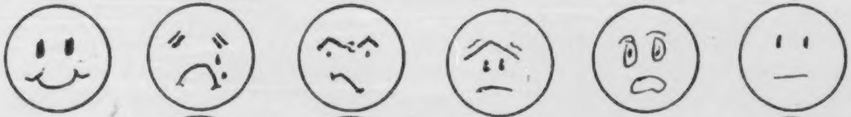
4. Distribute ditto sheet. The teacher will hold up pictures of people doing various activities (cooking, driving, cleaning, playing sports, eating, etc.) For each activity, the child must circle how he feels about it, then how each parent feels, and how a friend might feel by circling the appropriate face.

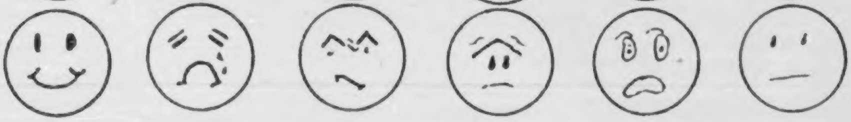
5. When the activity is over in the classroom, the children can go home and ask their mothers, fathers, and a friend how they might respond.

COOKING

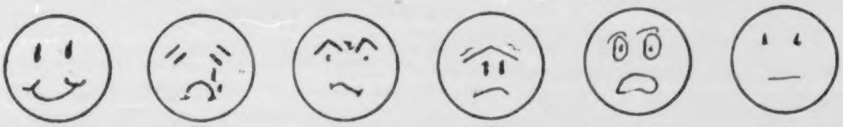
ME


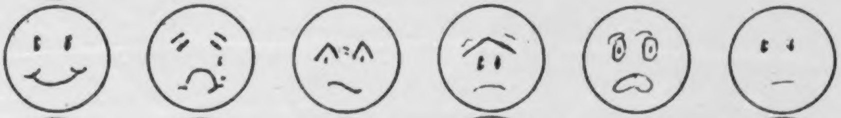
MOTHER


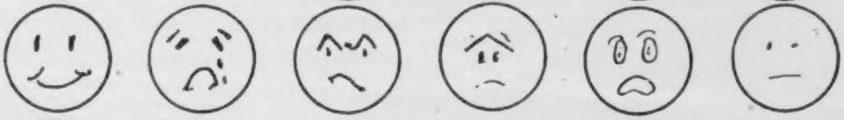
FATHER


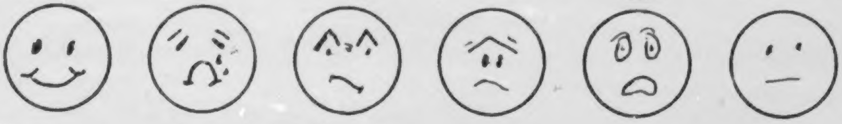
FRIEND


2. DRIVING

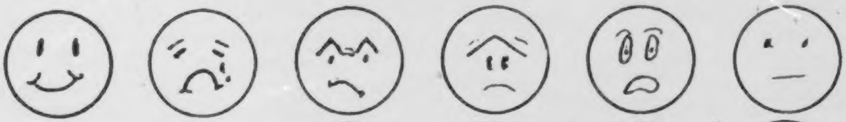
ME


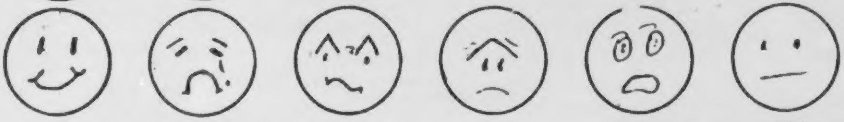
MOTHER


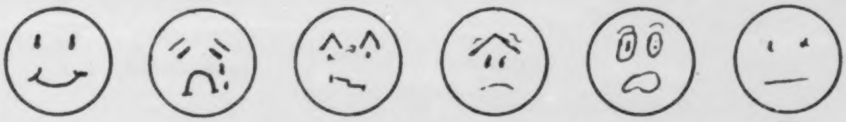
FATHER


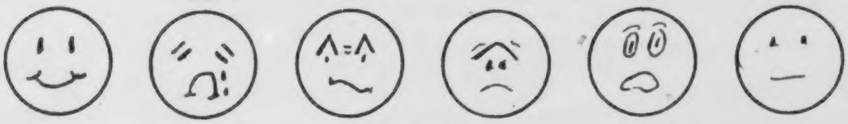
FRIEND


3. PLAYING SPORTS

ME


MOTHER


FATHER


FRIEND


HAPPY OR SAD

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Living together with family and community involves caring about peoples' feelings
2. Relationships depend on the kind of interaction one develops

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#8 Develop a positive self-concept

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Dittoed response sheet

INSTRUCTIONAL PROCESS:

Discuss the feelings: Happiness, sadness

Distribute dittoed answer sheets numbered 1-15. Each number on each answer sheet has a happy and a sad face drawn next to it.

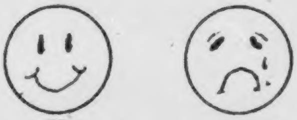
Read a situation to the class. For instance, Tommy and Johnny are walking down the street. Tommy buys a candy bar and shares it with Johnny. How does Johnny feel? Circle the face that shows how Johnny feels with a yellow crayon. Circle the face that shows how Tommy feels with a blue crayon. (Both circles might be drawn around the same face.)

Continue with situation #2 corresponding to faces at #2 on the ditto sheet.

This activity can be used repeatedly using different situations each time the game is played.

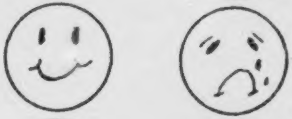
1.

2.

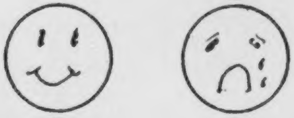


3.

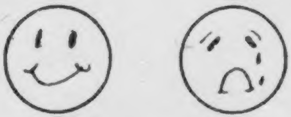
4.



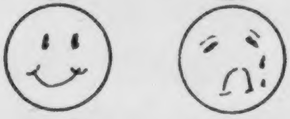
5.



6.



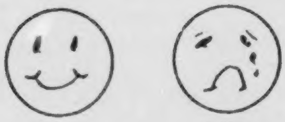
7.



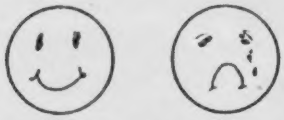
8.

9.

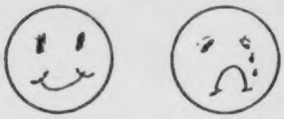
10.



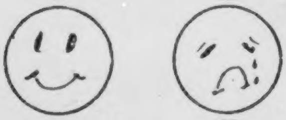
11.



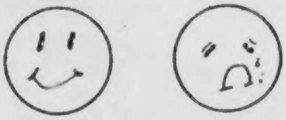
12.



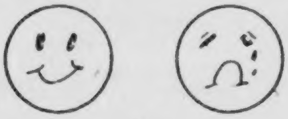
13.



14.



15.



COLOR YOUR FEELINGS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. The child determines how he fits in with the family and others by getting in touch with his own feelings.
2. He sees that as he grows, his feelings grow and change, too.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#09 Recognize that development of self is constantly changing
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Ongoing

ESSENTIAL RESOURCES:
David C. Cook photographs Moods and Emotions.

INSTRUCTIONAL PROCESS:

1. Display photographs on bulletin board. (The photographs show people experiencing a wide range of emotions).

2. Determine with the class two colors-one representing "happy", the other "sad".

3. Place several of each color tags in envelopes attached to the bulletin board.

4. Give each child a time during the day when he may go and assign and attach a color to each picture, according to the way it makes him feel.

The child should learn from his own experience at the board something about the way he feels. He can also learn by observing that others may react differently. He also can change his mind-according to the way he feels on a particular day.

TURN DOWN THE PICTURE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Things we learn in school help us to do a variety of activities outside of school.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Pictures of people doing activities (cooking, playing games, typing, fishing, driving, nursing, building a house, and someone sleeping).

INSTRUCTIONAL PROCESS:

1. Have students determine types of knowledge and information they learn in school. Make a list (e.g. writing, counting, getting along with others, etc.) on the blackboard.

2. Display all the pictures in a row. If a child can associate one of the items from the list of school-derived knowledge with the performance of the activity in the picture, the picture is turned down.

3. Only the picture of someone sleeping should remain. The children should see that what they learn in school is positively related to everything they do in some way or another-unless they are sound asleep!

I WAS; I AM; I WILL BE ABLE

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Understanding self.
2. Understanding the family unit.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Photographs (magazine pictures) of children performing basic pre-school skills (dressing; grooming; bike riding; roller skating; setting the table).

INSTRUCTIONAL PROCESS:

1. Mount the pictures of basic pre-school skills and discuss each skill.

2. Have each child determine if he has learned the skill. Was it a skill learned at home? Did someone there help him learn it? If he hasn't learned the skill, does he project his ability to master the skill this school year?

This activity should promote self awareness in terms of retrospective thinking-"I learned that last year-this is something I can do"-promoting a positive self-image. It should also set up self determined goals for future skill-building. Children can see that there are many things they are now capable of doing that they could not formerly do. This should spark an impetus to try more (self is constantly changing). Discuss which skills are taught at home, at school, self-taught. Who can we go to for help in learning these skills?

ME, MYSELF AND I

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. To recognize a picture of themselves and discuss their emotions and their physical being and how they are separate.
2. Naming and recognizing parts of the face.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 30-40 minutes

ESSENTIAL RESOURCES:
Pictures of children, large drawn empty silhouette of a child, large magic marker, drawing paper and crayons.

INSTRUCTIONAL PROCESS:

1. Show photographs of children-have each child find his picture.

2. Ask each child, "How do you know this is you?" (Answers-my hair, eyes, body-This is Me!)

3. Write the word 'ME' above a large drawing of an outline of a body. Ask the students the following questions:

   a. Could this be you?
   b. What is missing that would make this you? (Eyes, nose, mouth, clothes, etc.)

Have the students draw these on the outline of the body.

4. Ask the students if anything else is missing. What makes you-you? (If they do not respond with-feelings such as, angry, happy, sad; give them an example they would react to, such as someone making them angry).

5. Then have the students write words describing their feelings around the outline of the body, such as, tears for sad, smile for happy, etc. Young children will only begin with these feelings, so you may wish to add others, such as-frightened, excited, etc.

6. Have them draw a picture of themselves being angry, happy, frightened. Help each child write one sentence telling what happened to him/her.

7. Discuss these pictures and why it is all right to show these feelings sometimes.

DUSO

SOCIAL STUDIES

PRIMARY

CURRICULUM FOCUS:

1. Getting to know ourselves and our limitations.
2. Understanding that each person is unique and special.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Duso, Book 1, Stories, Unit I-IV, American Guidance Service, Inc.

INSTRUCTIONAL PROCESS:

The lesson is initiated through the reading of the story "The Red and White Bluebird" in Duso, Book 1. Also, use the large colored illustrations included with the story cards. Upon completion of the story the following types of questions may be asked:

1. How did the little bird feel when he met Duso? Can you make your face look like the red and white bird's face looked?

2. How did the bird feel at the end of the story? Show me how he felt.

3. Why didn't the little bird like his color? What color did he want to be? Why?

Following this discussion have two children stand together in front of the class. Have the class discuss the obvious similarities and differences of the two individuals. Stress the fact that although people are sometimes very different in appearance there are many similarities between individuals.

GETTING ALONG WITH OTHERS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Developing good manners and conduct.
2. Developing pride in belonging.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Nils by Ingri d'Aulaire, New Boy In School by May Justus, Crow Boy by Taro Yashima

INSTRUCTIONAL PROCESS:

Read selected situations from the following stories and get the children to act out different solutions; e.g., the book Nils by Ingri d'Aulaire. Have the students role-play how they would react if they were Nils and their classmates laughed at their "funny" stockings. Other role-playing situations can be derived from New Boy In School by May Justus or Crow Boy by Taro Yashima.

Provide students with opportunities to practice good manners by planning and giving a party. Invite younger brothers or sisters, parents, or another class.

SUCCESSFUL PEOPLE AND WHAT THEY DO!

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To understand how work can contribute to personal satisfaction.
2. Develop the concept that successful people are hard working people in the field in which they work.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#31 Develop positive attitudes toward employment
#32 Realize one's success in work is affected by one's attitudes

ESTIMATED CLASS TIME: 2-4 class periods

ESSENTIAL RESOURCES:
Pictures of famous people from newspapers, magazines.

INSTRUCTIONAL PROCESS:

1. Have a discussion of success and work. Have children give definitions of satisfaction and success. Review these definitions at the end of the unit to see if they have changed.

2. Have them construct a bulletin board on Famous People. (Use pictures from magazines and newspapers). Each child then can discuss their "heros" (with a small group or the whole class) by describing what made them famous.

3. Have each child write a short biography of herself/himself and what he/she feels successful at doing.

A SCRAPBOOK FOR EACH CLUSTER

SOCIAL STUDIES

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Develop written language skills
2. Acquire knowledge about community workers
3. Increase vocabulary

CAREER EDUCATION FOCUS:
(DELLA Statement)

#13 Acquire vocabulary for educational planning
#23 Acquire vocabulary for describing the world of work
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Paper, pencils, crayons, magazines, construction paper, and brass brads.

INSTRUCTIONAL PROCESS:

To develop an awareness of all the occupations included in a job cluster, develop a scrapbook for each cluster. The students may design their own symbol for the job cluster on the front of each booklet. The job cluster, Public Service, for example, would include the postman, policeman, garbage collector, fireman, teacher, school counselor, etc. After discussing each occupation separately with the use of films, reference books and guest speakers, 2 scrapbook pages may be added to the scrapbook. One page shows an illustration and the second page should include such information as job qualifications, training, tools/equipment, special clothes and related occupations. When the scrapbook is completed, the student will have his own reference for that particular job cluster.

(See appendix for a list of the 15 clusters as identified by the U.S. Office of Education.) The Film series, The Kingdom of Could Be You, (Encyclopedia Britannica Educational Corporation) could be used to provide students with information about the different clusters and occupations within each cluster.

THE WANT ADS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Practice doing research.

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Newspapers, large pieces of construction paper, paste.

INSTRUCTIONAL PROCESS:

The newspaper is a valuable tool in employment descriptions. Have the children clip "Help Wanted" classified advertisements from their hometown papers. Pictures or articles from the newspaper concerning various occupations may also be used. Prepare a large paper on which the material can be pasted for student observation. A discussion can then be initiated concerning the job openings and their requirements most common for the area. Lists of job openings obtained from the local Unemployment Agency may be added to the lists.

CLASS "SHOPPING CENTER"

SOCIAL STUDIES

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Recognizing that different stores sell different items.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One hour (plus preparation time)

ESSENTIAL RESOURCES:
Cardboard boxes, pictures of purchasable items.

INSTRUCTIONAL PROCESS:

Construct a small "Shopping Center" out of various sized boxes (shoe boxes). Label the buildings with the names of local stores. On the store fronts, display windows may be created by pasting small pictures to the boxes.

From magazines, newspapers, books, etc., cut pictures of items that can be found within the various stores.

Instruct the students to place the pictures in the appropriate stores.

ASSEMBLY LINE PROJECT

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understands division of labor
2. Learns to cooperate
3. Role playing

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Three class periods (45 min. each)

ESSENTIAL RESOURCES:
Supplies determined by project undertaken

INSTRUCTIONAL PROCESS:

With the classroom, develop an assembly line activity which emphasizes the need for cooperation among fellow employees.

Begin by selecting a project, which involves several operations. These may include assembling a box, collating a book, etc. Demonstrate each operation along the assembly line. Assign students to the various operations. After the students practice the assembly line activities, discuss the following:

1. The need for the cooperation among the workers.

2. Production quotas

3. Mass production

4. Division of labor

Supplemental Resources: Bread and Butterflies. A series of 15 film/videotapes with teachers guide. A project in career development for 9-12 year olds. Cost: free. Available from Intermediate Unit Instructional Materials Centers. Also, send blank video-tapes to PA Department of Education for free copies.

KNOW YOUR STATE: PARKS AND FORESTS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of geography of the state.
2. Map-reading skills.
3. Developing research skills.
4. Spelling.

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#25 Understand how occupations relate to functions of society
#26 Determine characteristics/qualifications of occupations
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:

State maps, including maps showing land elevation. Resource books on state geography. Guest speaker: forest ranger.

INSTRUCTIONAL PROCESS:

Present state maps to class and show how land elevation maps are read. Talk about the different types of maps available (e.g. political maps, land elevation or terrain maps, resource maps, etc.). Give students a list of state parks and forests and have them locate these on the maps. What are the ecological reasons for having state parks and state forests? How do they benefit people living in the state or traveling to the state? What animals live there?

Invite a forest ranger to visit the class to discuss his occupation as well as state lands. (See Interview Sheet, Appendix).

Have students compile the data from their research and interviews into a resource booklet. List Indian words used in naming geographical areas, rivers, etc. Incorporate these names in a weekly spelling list.

GEOGRAPHY GAME

SOCIAL STUDIES

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Study of geography
2. The relationship between geography and certain occupations.
3. Knowledge of a geographical area.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand the relationship: occupational role/life style

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
An area map showing geographic and demographic characteristics

INSTRUCTIONAL PROCESS:

Play the game-"Where Will I Find Work?" This game is developed around a map of a geographical area.

Ask students to write, on a small piece of paper, the names of occupations they can think of; one name to each paper. These slips are to be placed in a large container.

Students then draw a slip of paper from the container, taking turns. They should draw a picture to illustrate that occupation. They should also locate an appropriate place on the map for a person in that occupation to live and work, and write a brief statement explaining. For example:

A. I am a tobacco farmer. I would live where the soil is rich and the climate is mild.

B. I am a dock worker. I would live and work in a seaport city.

THE EVOLUTION OF CITIES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understand that the history of cities began long ago and that roles of each person in these communities changed as time passed.

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Magazines, encyclopedias, books, bulletin board materials

INSTRUCTIONAL PROCESS:

Have pupils prepare a bulletin board display entitled "The Stage of People." One stage would be hunting and gathering, another herding, and another settling down in river valleys. Students can use magazine pictures or they may draw their own pictures. Each stage of development should be described in relation to the roles of the members in each of these stages.

Assign some pupils reports on the topics above. In magazines, encyclopedias and books they should find examples of people still living in the hunting and herding stages. Compare them with the communities we have today.

BECOMING URBANIZED

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To show differences between city and country workers
2. To describe how the roles in occupations are constantly changing

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#19 Realize technological changes demand retraining of workers
#25 Understand how occupations relate to functions of society
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Tape recorder, Interview sheet in Appendix. You may want to check with your local newspaper and Chamber of Commerce for historical maps and pictures

INSTRUCTIONAL PROCESS:

Discuss and list on chalkboard the differences between city life and non-city life. Discuss the various ways city influence has spread (tall building, shopping districts, business offices), and relate these to the term urbanization.

Have pupils interview their parents or other adults to see if they can remember sections of the community that have become city urbanized over the last 20 years.

Have the children try to find old photographs or maps that indicate such changes.

Discuss differences in the roles of workers from 20 years ago to today. (List them)

Have children interview people that have been in business 20 years or more to explain differences in working conditions, production, etc.....These interviews could be taped.

THE TIME CLOCK

SOCIAL STUDIES

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Students become aware of punching a time clock.
2. Students become aware of actual work time.
3. Practice in writing and reading clock time.
4. Practice in computing time.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: 10 minutes a day for one week

ESSENTIAL RESOURCES:
Large appliance carton, teacher-made time cards.

INSTRUCTIONAL PROCESS:

To have students become familiar with the concept of using Time Clocks, conduct the following exercise.

Design a class "Time Clock" by using an empty appliance carton which is large enough to hold a student. The front of the "Time Clock" may include a picture of a clock face (with movable hands), a "Time In" and a "Time Out" location for student time cards, and a "Slot" into which the students place their time card to have it stamped.

As a class, design an appropriate time card to meet the class situation. Each morning, select a student to be the "Time Clock" person. Have the student arrive five minutes before his classmates in the morning and climb into the "Time Clock." As the students come into the room, they must locate their own time card, place it into the Time Slot where it will be marked with the time, and place it into the "Time In" location.

Students may punch "In" and "Out" when: arriving and leaving school, going to and from the restroom, cafeteria, etc.

At the end of the week, compute the total amount of time spent in class by each student.

Discuss the reason for using Time Clocks in industry.

"EVALUATIONS"

SOCIAL STUDIES

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Awareness of each others behavior and production.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#32 Realize one's success in work is affected by one's attitudes
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Behavior Charts

INSTRUCTIONAL PROCESS:

To demonstrate the principle that employees are often evaluated, the following in-class exercise may be conducted. Select various students to evaluate during a given day. On a posterboard chart, list all the activities the student is to complete for a particular day. On another chart, list all the negative behaviors the student possesses. Assign point values to each item on both charts. Keep track of all the good and bad things the student has done. At the end of the day, total the good points and subtract the negative ones. Offer prizes for good points left over. The negative chart should be discussed privately with the student and the positive chart made public.

DECISION AWARENESS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Individuals need to be able to make decisions
2. Individuals need to be competent in decision-making skills

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#42 Know external factors affect decision-making and vice-versa
#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME: Four class periods

ESSENTIAL RESOURCES:
Resources of Career information such as people, books, etc.

INSTRUCTIONAL PROCESS:

The counselor and teachers might work together to create a module of activities to implement Decision Awareness in the classroom. Some suggested activities are:

1. Decision Charts: The class will develop a series of charts which depict decisions made during various time segments, e.g., from getting up-to arriving at school; from beginning-to end of recess; during lunch and from time school ends until dinner. In discussions students will become aware that the series of decisions they make differs from those others make.

2. Plan-A-Day: The class will work together to plan the classroom activities for a day.

After the activities have been decided, the students will identify influences upon their decisions such as: which decisions were made immediately, which decisions were made by others for them, which decisions could have been made later in the day. They will discuss those decisions which were most difficult to make and why.

3. Life-Style Prediction: The class will be divided into small groups (3-6 students). Each group will decide on one occupation they find interesting. Together they will discuss and predict what type of lifestyle a person in this occupation might have and will chart their predictions in terms of: hours on the job, home life, leisure activities, job responsibilities and duties, salary, and job entry requirements.

The groups will check the accuracy of their predictions in one of a number of ways.

a. Using the Community Resource File, obtain an address of a community member in the occupation. Send predictions to the community member and request a reaction to predictions.

b. Contact the community members by telephone and report to the class the accuracy of their predictions.
c. Invite the community members to the class to check the accuracy of their predictions.
d. Check occupational information literature as to the accuracy of their predictions.

4. Evaluating Alternatives: Working in small groups, the students will identify alternative ways of accomplishing a specific task. From their lists, each group will select what they feel to be the best alternative. After the task is completed, the class will discuss reasons for their selection of alternatives.

PRODUCTION AND CONSUMPTION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Awareness of what individuals produce and consume.
2. Relationship between producers and consumers.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

To illustrate the concepts of "Production" and "Consumption", conduct the following activity: Begin by defining the terms, production and consumption. Emphasize the fact that a producer makes or does certain things; whereas, a consumer uses these things.

Instruct each student to make a list of what they produce and consume while in school. When completed note the differences among individuals.

To extend the activity, select various professions and list what people in those professions produce and what they consume.

WAREHOUSE TRIP

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To become aware of the "behind the scenes" action of a supermarket
2. To map out a warehouse area during and after a field trip
3. To write thank-you letters after the visit

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society
#29 Recognize materials/processes/tools of occupational clusters
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME: Three or four class periods and time for trip

ESSENTIAL RESOURCES:
A visit from a consumer representative of a supermarket, after a unit on economics (supply and demand, distribution, raw materials, etc.) Trip to warehouse with tour of facilities.

INSTRUCTIONAL PROCESS:

1. Invite a consumer representative to class. Ask this person to explain the supermarket business from the viewpoint of company, importance of quality and cleanliness, problems of distribution and shoplifting, availability of jobs for teenagers and adults.

   Have question and answer period. (See interview sheet, appendix for sample questions.

2. Take a class trip to a supermarket warehouse. Each student should be equipped with a pencil, map outline of whole warehouse area to be filled in as each section is visited (i.e. ice cream, loading platforms, soap products, cigarette stamping, etc.) Students will notice a variety of jobs and inquire about the training and skills needed for each. A chart could be developed later in the classroom to show a floor plan of the warehouse (taken from their maps) and the approximate positions of the various jobs.

3. Further follow-up. Students will write letters of appreciation to those who made the field trip possible. Students can write a news article to be put in the newspaper about the activity.

SUPER SHOPPERS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Use computational skills.
2. Use community facilities.
3. Plan meals (using basic food groups) and "buy" food for these meals.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: 4-5 class periods (45 min. each)

ESSENTIAL RESOURCES:
Several ads from local papers of weekly specials at supermarkets. Field trip to a supermarket arranged beforehand, boxes and packages from a variety of products.

INSTRUCTIONAL PROCESS:

Use one or two class periods to discuss how supermarkets are laid out, students' experiences in shopping with parents, unit pricing (could be done in math), meal planning (in connection with a health unit on nutrition), list of materials to "buy", budgeting (using ads and prices available).

Plan a field trip to a supermarket.

Arrangements should be made with the manager for a brief introduction of store policies, map of locations of various products. Students should know the amount of money available to spend, how to subtract each purchase amount from running total, and a list of items to buy.

This activity could be expanded to include the best buy (canned, dried, or frozen), the various available careers in the marketing field. Visits to other kinds of stores would be another way to use community facilities.

SHOPPING DECISIONS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Money management skills
2. Cost consciousness
3. Comparative shopping
4. Careers in this commercial world of work

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#59 Acquire basic money management skills
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Several recent newspapers. Pictures of a school, a flag, a church, a home, an apartment building, an automobile, a television, a city park.

INSTRUCTIONAL PROCESS:

Working with the class as a whole or with several smaller groups, initiate a discussion on the wide variety of factors used in making decisions about the following:

1. Buy--don't buy;
2. Buy now--buy later;
3. Buy this--buy that;
4. Buy at this store--buy at that store.

The product of these discussions should be lists of factors that could be used to help make decisions.

From newspaper, clip advertisements from various grocery stores which advertise prices and would enable a committee to do some selective shopping for groceries. The teacher will have prepared a list of items that would approximate the groceries needed for a family of four, for one week. Each group will have a copy of that list. The committees would then determine where would be the best place to buy and what would be the best item to buy in supplying the weekly needs for the family.

Arrange the pictures, mentioned above in the required materials, around the classroom so that all students can see all of the pictures. Be certain that all students understand what each picture represents. In a class discussion, the teacher will ask the students to indicate who might be the decision maker in the purchase of the items in the pictures. This should lead to a follow-up discussion of who the workers are that would be involved in the careers depicted in the pictures.

For the conclusion of the lesson, each student should decide on an item he/she would like to buy. They then should do some comparative buying. At the end of three weeks come back to the class and indicate whether or not it would have been better to purchase the item on the original date of discussion or if it would be cheaper or more expensive three weeks later.

WHY DOES A PIZZA COST SO MUCH?

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Citizenship
2. Economic responsibilities
3. Understanding concepts of supply and demand

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#52 Realize how the labor market effects the nation's economy

ESTIMATED CLASS TIME: Three-five lessons

ESSENTIALS RESOURCES:

Selected resource materials. Encyclopedias, films, Dictionary of Occupational Titles, Occupational Outlook Handbook, U.S. Dept. of Agriculture publications.

INSTRUCTIONAL PROCESS

The students follow the production of a consumable item to learn about rights and responsibilities as well as social roles.

Lesson one: Class begins a discussion on how much a pizza costs and then why it costs that much. Questions to be answered: What is supply and demand pricing? Why do we use this method? What determines supply? What determines demand? (other items may be substituted for pizza). Is this a fair system? How can you help control it? What responsibilities do you have?

Lesson two: Research the cost of supply. Ingredients, place of business, transportation, middle man, taxes, quality, retailing advertising (local, nationwide), etc. The library is a resource center, trade magazines will help, a pizza shop owner (franchise) would be an asset in your classroom. How many jobs can be recognized from the above?

Lesson three: (Teacher originated or student originated) Students will form groups. Each group selects a product to be developed (ice cream cone). They will quickly write a list of steps. (10 minutes) then begin a game. One group will pick a topic researched by another group and try to get all the steps in sequence within three minutes. The originating group will time and evaluate whether or not all steps were covered.

You might want to plan field trips to farms, packing plants, restaurants, shipping companies, etc. Or invite resource persons to visit class. (Interview Sheet, Appendix).

USING GAMES IN SOCIAL STUDIES

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Learning basic economic concepts.
2. Learning to cope with consumer affairs.
3. Examining current affairs.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#51 Be familiar with basic economic concepts
#52 Realize how the labor market effects the nation's economy
#57 Realize wages should not be sole basis for career choice
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Games-list is included, (See Index of Publishers in Appendix).

INSTRUCTIONAL PROCESS:

This activity proposes that the teacher vary the presentation of career education concepts in social studies by using games and simulation. There are no recommendations for procedures because each game has its own instructions. The games have been selected as being appropriate for grades five and six, for social studies, and for meeting career education concepts.

They have been selected to focus on basic economic concepts suitable for fifth and sixth graders. They should help the student become more aware of consumer affairs while learning within the framework of current affairs. In each reference, the teacher will find the name of the game, a brief discussion of it and the name of the supplier or manufacturer.

THE AID COMMITTEE GAME

Players form committees to study a developing country and its problems. The goal is to best allocate a limited amount of money for development projects.

Publisher: Oxfam Education Department

BROKER

Players learn some of the more intricate aspects of stock market and the development of market strategy.

Supplier: Calhoun Book Store

CO-OPERATION

Players compete in a ball-trading exercise, developing many systems for winning: barter, buying balls, cheating, etc. Mutual cooperation usually wins. The issues presented are confidence, team building, cooperation, and trust.

Supplier: Training Development Center

ECONOMY

Players assume roles as members of a small community discovering how families and businessmen interact and depend on each other. Their small economic community experience allows them to project how the American economy functions.

Supplier: Benefic Press

ELECTION: THE GAME FOR PRESIDENT

A board game, which simulates the steps usually followed in actively pursuing and achieving a career related to public service and political life. Career progresses on local, county, state, and federal levels. Opposing teams vie to win 270 electoral votes for the presidency.

Supplier: Educational Games Company

INFLATION

Simulation of training using "Gold Certificates" as currency. Experience with the problem of expanding and contracting money values helps illustrate the functions of the Federal Reserve System, and the International Monetary Fund.

Supplier: Grade Teacher

JR. EXECUTIVE

Simulation of small business to help players become aware of the concepts of earning money, contracting, and liquidating debts, seasonal sales, and insurance coverage.

Supplier: Albert Whitman and Company

LOG EX-EXPORTS EAST

To develop an awareness of how one state becomes dependent upon one industry and the problems that can result from a one crop economy. This game simulates the conflict between American and Japanese interests. It shows how pressure affects law and policy decisions in a democratic society.

Supplier: The Guy Lee Elementary School

McDONALD'S FARM GAME

Competition at the County Fair. Stock up the farm, corner the market, trade, unload surplus stock. Each farm includes pigs, turkeys, sheep, cows, horses, chickens, and a dog.

Supplier: Shelchow and Righter Company

MAKING A PROFIT

A business simulation (donut shop) in which the players are involved as operator and customers. The player who is able to sell at the best price, makes the most profit and is the winner.

Supplier: Curriculum Development Associates

MONOPOLY

In this real estate trading classic; players buy, sell, swap and even bluff their way to a financial empire-or go broke in the process.

Supplier: Parker Brothers Inc.

PINK PEBBLES

As primitive farmers, players progress through seven levels of economy, relying more and more on the "Pink Pebbles" which represent money.

Supplier: Educational Man Power, Inc.

SUPERMARKET

Players assume roles as supermarket managers, who want to maximize sales; and buyers, who want the most value for their money.

Supplier: Creative Studies, Inc.

PRODUCING COMMERCIALS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of mass media
2. Speech communication
3. Types of propaganda

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#61 Acquires basic consumer skills.
#02 Develop knowledge of unique personal characteristics/performance
#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Four--five class periods (45 min. Each)

ESSENTIAL RESOURCES:
Video-taping equipment, props

INSTRUCTIONAL PROCESS:

Divide the class into small groups. Have each group select a topic that they would like to sell, i.e. real estate, insurance, grocery items, etc. Instruct students to write commericials concerning their products. Allow students to make appropriate costumes, use makeup, form various scenes, etc. When ready, video tape each groups commercial.

When concluded, analyze the commercials. Discussions may be held on the type of propaganda used, how appearance helps sell products and how television, radio, newspapers, bill boards, personal recommendation, etc. influence our buying.

Supplemental Resources: Market. A game designed to simulate retail supply and demand. An entire class may participate. Cost: $50.00 (est.)
Industrial Relations Center

TELEPHONE SKILLS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Correct telephone usage
2. Improving verbal communication

CAREER EDUCATION FOCUS:
(DELLA Statement)

#12 Develop the necessary socialization skills.

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Bell Teletrainer or two phones

INSTRUCTIONAL PROCESS:

Using the Bell Telephone Company's "Bell Teletrainer" or two phones located in different rooms, have students practice telephone skills.

The following activities may be conducted:

1. While in a different room, have one student make a local call to another student. Give the student the responsibility of answering correctly, carrying on a conversation, and hanging up at the correct time.

2. Have students practice taking short telephone messages.

3. Demonstrate Direct Dialing Long Distance telephone calls (within and outside the area code numbers).

4. Demonstrate operator-assisted calls, collect calls, person to person calls, etc.

JUNK AUCTION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Supply and demand
2. Skills in money use

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#60 Be able to use economic information in decision-making
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two class periods (45 min.)

ESSENTIAL RESOURCES:
Balloons, tablets, pens, pencils, crayons, play money, and other auction items.

INSTRUCTIONAL PROCESS:

Give students an equal amount of play money ($50.00). Hold a junk auction within the classroom. Items may consist of balloons, pencils, tablets, etc. Be sure to have a large supply of some items, and a very limited supply of others. Try to keep the items of similar value. For example: fifteen 5¢ balloons and one 10¢ bicentennial pen. Give students an opportunity to view the items before the auction. Students may contribute items.

Plan the auction so that students have an active part and make it as real as possible. (In some cases it may become a real auction if the teacher is interested in carrying through. In that case the students bring in items they want to auction off and purchases are made with real money). The auctioneer must be trying to raise the prices, the recorder has prepared a list and keeps track of names and selling amounts.

Record the results of the auction. List each item and its cost. In most cases the greater the number of identical or similar items available, the lower the bidding. This is the concept of supply and demand which the students should be able to understand.

CREDIT CARDS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Practice filling out applications
2. Develop a responsibility to "credit cards"

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#59 Acquire basic money management skills
#60 Be able to use economic information in decision-making

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Credit Card applications

INSTRUCTIONAL PROCESS:

Have students fill out various (simplified) applications for credit cards. Prepare mock-credit cards and mail to the students. When received, students may have a "Credit Card Day" where students may purchase items and privileges using the Credit Cards. Later, bills may be sent to the students. Concepts such as interest, finance charges, 30-day period, rebates, etc. may be discussed.

Discuss the jobs and careers related to the credit card operation.

A CAMPAIGN - SELLING SCHOOL SUBJECTS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. The use of propaganda
2. The effectiveness of advertising
3. Salesmanship

CAREER EDUCATION FOCUS:
(DELLA Statement)

#35 Be aware of the value of acquiring marketable skills
#53 Understand the relationship/technology/world of work
#58 Recognize worker productivity is influenced by rewards
#59 Acquire basic money management skills

ESTIMATED CLASS TIME: One or two weeks

ESSENTIAL RESOURCES:
None

INSTRUCTIONAL PROCESS:

Within the school, conduct the following exercise. With the cooperation of fellow teachers and administrators, demonstrate the effectiveness of advertising.

To begin, select a subject such as math, science, reading, spelling, etc. (the product) that the class would like to sell. Conduct a poll with surrounding classes to determine the popularity of the product (subject area). Once the poll is completed begin the campaign of selling the product. Put 100% effort into the campaign. For example, if the product is math, have students make creative posters attempting to sell the product. Place the posters throughout the school. Devise simple math games to be played, and circulars to be passed out to the students. Hold contests such as--guess how many one inch diameter marbles can be placed in a box, with the dimemsions of 1' x 1' x 1'? Give the winner an appropriate prize. If the school building has an intercom system, conduct daily math contests such as: Select one class each day. Give the class a problem via the intercom. The student who first correctly answers the problem, is awarded a free lunch for the day.

Have the campaign for a two week period. As a final activity, conduct another poll. Analyze the results. Relate the activity to the commercials found within our society, particularly in the mass media area.

Ask the students to define the job of an advertising representative or a direct sales person. Would anyone like to have one of those jobs?

ASSEMBLY LINE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of industry

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Erector sets or other materials essential for assembly of wagon (or any other useable objects)

INSTRUCTIONAL PROCESS:

While studying industry and the different jobs it involves, one activity might be to operate an assembly line. The object: make a wagon with an erector set.

Line desks or boxes in a row. On each desk stack several of each essential item for complete wagon assembly.

Explain to the students that they will be assigned to one desk only. They may not do anything except to attach their item and move the wagon toward the next station.

After 20 minutes of this, stop the process. Assemble all students in a group to discuss what was done.

1. Did they like this kind of job?
2. Why was this system useful?
3. Do people doing this type of work get paid well?
4. How could this work be done without an assembly line?
5. Why is this type of activity considered part of the Industrial Revolution?

Supplemental Resources: Game-Sim. A packaged set of 85 learning simulations. Emphasis on mathematics, communication skills, as well as social studies and science. Cost: $250.00 (estimate) California Learning Simulations

OBSERVING PUBLIC WORKERS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Develop understanding of government operation.
2. Improving citizen participation in overseeing government

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Five periods (one week)

ESSENTIAL RESOURCES:

List of job classifications for local (county, state) government positions, D.O.T. Dictionary of Occupational Titles, Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Activity one: Visit a courthouse or city hall. Students note all the people working. Keep notes. Ask workers what training, knowledge, strengths are needed to get those jobs. (Jobs may include secretaries, political,(elected, appointed), janitors, managers, accounts, policemen, etc.)

Activity two: Discuss the visit (Record on chart or chalkboard-students write in notebooks) (1) How do those workers help the community? (2) What services do they perform? (3) Do any of those jobs appeal to you? Why? (4) Why do persons run for office? Make a chart of all the jobs at the courthouse.

Activity three: Class will decide to do something for the community. (Clean up a dirty place, help people, plant bushes, etc.) Plan the action and select a date. Notify all proper authorities.

Activity four: Jobs are carried out. Individuals are selected to write reports on what was done. Send a report to appropriate officials and the newspapers.

Activity five. Discuss what was done by the students. Identify the workers. Compare students as workers to public employees as workers. Classify the jobs or write job descriptions. Note that classification of jobs is necessary so workers know what they are expected to do.

Supplemental Resources: Career Awareness Program. 75 comic books covering occupations in 15 clusters. Cost: $40.00 (estimate) King Features Education Division

CLASS COURTROOM

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Examination of the Judicial System
2. Develop understanding of the Constitution

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Know external factors affect decision-making and vice versa
#48 Understand the need to take responsibility for own decisions
#21 Recognize relationship: school environment/larger society

ESTIMATED CLASS TIME: Three class periods (45 min.)

ESSENTIAL RESOURCES:

Job descriptions, copy of laws (any kind, to show what they look like)

INSTRUCTIONAL PROCESS:

Select a crime (e.g. stealing television pictures) to be tried in a courtroom situation. Assign the following roles so that all students are involved:

Judge
Jury
Defense Attorney
Prosecuting Attorney
Defendant
Spectators
Bailiff
Policeman
Witnesses
Plaintiff
Stenographer

Before beginning the trial, provide a brief job description for the above, as well as a statement regarding correct courtroom procedure. When the trial is concluded, discuss common problems which are frequently settled through the judicial system. (e.g. non-payment of debts, consumer frauds, libel)

Reference to the Constitution should follow these discussions to show the relationship of all local, and state laws to the federal law.

Job descriptions:
Judge - A person who decides questions
Defense Attorney - A person who opposes the claim of the prosecuter
Prosecuting Attorney - A person who investigates and accuses
Stenographer - Records what is said
Bailiff - A minor court officer
Policeman - A person who enforces the laws

"SHOPLIFTING"

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Recognizing the legal and social ramifications of a crime.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#41 Understand decision-making involves responsible action
#42 Know external factors affect decision-making and vice versa
#44 Recognize that decision-making involves some risk taking
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Videotaping equipment

INSTRUCTIONAL PROCESS:

Through the use of role-playing, instruct the students to act out a situation in which a shopper is accused of shoplifting. If possible, videotape and show this to the students. Follow with a discussion on:

1. What constitutes shoplifting?
2. Legal ramifications.
3. Social implications.

As a follow-up activity, a visit by a State or local police officier, or a local merchant, to discuss shoplifting would be beneficial.

As a supplementary resource you may want to use the film, "Caught Shoplifting," Produced by Oxford Films. Price $325.00

THREE CAREER WEEKS-
JOBS OF THE PAST, PRESENT, FUTURE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Vocabulary building.
2. History of local town.
3. Creative writing.
4. Reading.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#56 Recognize that society needs labors of all its people
#45 Develop criteria for judging how careers meet life goals

ESTIMATED CLASS TIME: Three weeks

ESSENTIAL RESOURCES:
Workers in the community, history books, science fiction books, Dictionary of Occupational Titles, films, slides, filmstrips

INSTRUCTIONAL PROCESS:

First Week-Jobs of Long Ago

(Blacksmith, sheep shearer, soap maker, candlemaker, logger, etc.).

1. Make candles, butter, etc. in the classroom.

2. Conduct a class discussion about these jobs.

3. Have children research and write stories about these jobs. Also, ask students to illustrate their stories.

4. Have students interview older people in the community.

5. Use new vocabulary words as a spelling list.

6. Write a short play involving these careers.

Second Week-Jobs of the Present

1. Ask parents to visit school and discuss their jobs, interview other workers, visit job sites.

2. Students may be able to spend a day with a person of their choice. If so, ask students to take pictures, interview the person, and report back to their class.

Third Week-Jobs in the Future

1. Students should be imaginative. Ask students to invent new jobs and list the careers these new jobs would replace.

2. Have the students write stories about these new jobs.

3. Build some new machines-robots, electric boards to be used with the new jobs.
4. Again, use new vocabulary words for a spelling list.
5. Prepare a puppet show or play. This may be adapted to any of the three job eras.

COMMUNITY WORKERS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Develop understanding of government operations.
2. Improving citizen participation in overseeing government.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Five class periods (one week)

ESSENTIAL RESOURCES:
List of job classifications for local (county and State) government positions, Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

1. Visit a courthouse or city hall. Students should observe all the people working and keep notes. Ask workers what training, knowledge and strengths are needed to get these jobs. (Jobs may include secretaries, political (elected and appointed), janitors, managers, accountants, policemen, etc.).

2. Discuss the visit with the class. The teacher should record responses on a chart or chalkboard as students make notes in their notebooks. Suggested questions for discussion are:

   1. How do these workers help the community?
   2. What services do they perform?
   3. Do any of these jobs appeal to you? Why?
   4. Why do persons run for office?

Have students make a chart of all the jobs at the courthouse.

3. Ask the class as a group to decide to do something for the community. (Clean up a dirty place, help people, plant bushes, etc.). Plan the activity and select a date. Notify all proper authorities.

4. Have the students carry out the chosen activities. Individuals are selected to write reports on what they did. Send a report to appropriate officials and the newspapers.

5. Discuss what was done by the students. Identify the various types of workers in the activity. Compare students as workers to public employees as workers. Classify the jobs which the students performed or write job descriptions. Note that classification of jobs is necessary so workers know what they are expected to do.

PRODUCERS AND CONSUMPTION

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Awareness of the economic system.
2. Realizations that everyone plays a part in each system.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#52 Realize how the labor market affects the nation's economy
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:

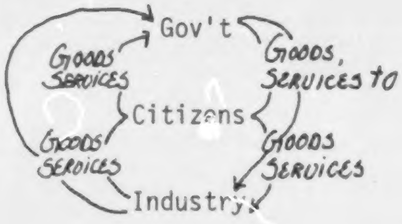
INSTRUCTIONAL PROCESS:-

Compare the Governmental System, Industry and the Family unit to each other as producers and consumers. Have students make a chart to show the relationship of each system.

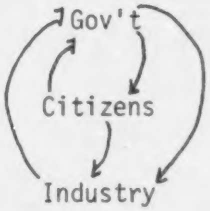
	PRODUCERS	CONSUMERS	INCOME
GOVERNMENT	Provides services to citizens-improves and builds streets, buildings, bridges. Enforces laws. Provides parks, schools.	Materials needed for projects-Labor wages.	Taxes
INDUSTRY	Makes products to sell to people such as: food products, clothing, building materials.	Costs of raw materials-Labor wages.	Sells to people and government.
FAMILY	Produces skilled and unskilled labor to government and industry.	Food, clothing, utilities, housing costs, etc.	Wages from industry, and/or government.

Have students demonstrate the relationship between the three by forming a "chain" or "cycle" such as the following:

PRODUCERS


Gov't
Goods Services
Goods, Services to
Citizens
Goods Services
Goods Services
Industry

CONSUMERS


Gov't
Citizens
Industry

A PANEL DISCUSSION OF NEWS ITEMS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Current events
2. Distinguishing facts
3. Defending a point of view

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#52 Realize how the labor market affects the nation's economy
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
Newspaper

INSTRUCTIONAL PROCESS:

Explain and discuss the purpose and methods of a panel discussion. Include instructions to the audience about asking questions.

Select five children to prepare a 20 minute presentation to the class on the same topic, currently in the news, preferably in relation to the job market, worker problems, or economic problems. Give these five children several days to prepare the presentation and be "experts" on the topic discussed. After the presentation, the remainder of the class could ask questions, clarify points, or add to what the panel has said.

Supplemental Resources: Education: Who Needs It? Two sets of filmstrips, cassettes, and guide. Explains how workers in the world of work use knowledge learned in school. Cost: $100.00 per set (estimate) Counselor Films, Inc.

COOPERATIVE COLLAGES

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Local community studies
2. Citizenship

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Five class periods

ESSENTIAL RESOURCES:
Paper, glue, scissors, old magazines, Encyclopedia of Careers and Vocational Guidance, Volumes one and two, William E. Hopke, (Doubleday) Garden City, NY 11530--Dictionary of Occupational Titles, Occupational Outlook Handbook

INSTRUCTIONAL PROCESS:

The class is divided into small groups of two to four students. The division may be random, balanced by artistic and intellectual ability level, or may be divided by sex to bring out sex-stereotype responses. In this latter possibility, one third of the groups can be all male, one third all female, and one third with sexes mixed. Do not point out this grouping pattern until all artwork is completed.

Each group should pick a job that interests all members of the group. Probably each group should select a different job unless the teacher has a particular interest or contrast to stress among the groups. Each group then lists all occupations they can think of which are dependent upon or related to that occupation. This is usually called brainstorming. An example might be the role of a policeman and this might produce a list consisting of: judge, lawyer, FBI, gunsmith, dogtrainer, secretary, radio dispatcher, mechanic, laboratory technician, prison guard, warden, etc.

When the list is completed, the students will gather pictures, words, and anything else that is appropriate to developing a collage. Each group constructs a collage depicting the key occupation and its interrelations with other occupations. Students can differentiate relationships by drawing different colored lines, or solid and dotted lines to connect the occupations with each other.

To encourage student participation, the teacher might point out the different relationships students can identify, including some in which:

1. The main occupation is dependent upon other jobs;
2. Other jobs are dependent upon the main occupation;
3. People from two occupations must rate each other;
4. People from two occupations must talk with each other;
5. People from two occupations must use materials produced by each other;

When collages have been completed, each group presents its artwork to the class and the class interprets it. The "Artist" indicates how close the class came to its interpretation of the information and ideas which were intended to be conveyed. The teacher can also raise for discussion:

1. Did the collages reveal ethnic or sex stereotyping? If so, how?
2. Which jobs are interdependent with at least one other job?
3. Which jobs encourage pleasant working relationships among people? Which do not?
4. What tasks are involved in specific jobs?
5. Which of the jobs identified in the collages can be found in the vicinity of the school or community?

Follow-up activity may include: Constructing mobiles, interviewing persons from occupations studied, bringing workers from the community to discuss their jobs with the class.

Supplemental Resources: Career Awareness. Eight units teaching career awareness as well as values. Sound filmstrips with guide. Cost: $855.00 (estimate) Units may be purchased separately. Scott Education

WHERE WILL I FIND WORK?

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Study of geography
2. The relationship geography has with occupations in that area
3. Knowledge of a geographical area

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#28 Understand the relationship: occupational role/life style

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Map

INSTRUCTIONAL PROCESS:

Play the game--"Where Will I Find Work?" This game is developed around a map of a geographical area. Have children write the names of occupations on slips of paper, one name per paper, and place them in a large container. Shake the container well. Then have children take turns drawing an occupation and fastening it to an appropriate place on the map, explaining the choice of location. For example:

a) I am a tobacco farmer. I would live where the soil is rich and the climate is mild.

b) I am a dock worker. I probably would live and work in a seaport city.

Supplemental Resources: Kingdom of Could Be You. Set of 16 animated 16 mm color films which encourage consideration of career awareness and self-esteem by the young learner. Cost: $995.00 (estimate) Encyclopedia Britannica Educational Corporation

OUR SCHOOL

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Map skills
2. Audio-visual skills
3. Speech skills
4. Group work skills
5. Interviewing

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#15 Be aware of multiplicity of skills, knowledge in education
#16 Acquire vocabulary for describing the world of work
#26 Determine characteristics/qualifications of occupations.

ESTIMATED CLASS TIME: One month

ESSENTIAL RESOURCES:
8mm camera, 8mm film, tape recorder and film; paper, pencils, paints, colored pencils.

INSTRUCTIONAL PROCESS:

Children will take a walking tour around the school. When they come back,discuss, draw and label a map of the school.

Break into four groups. Put one group in charge of the 8mm camera and filming. Ask them to film the school and grounds (film the school nurse-her room at the school, librarian-library, custodian-his rooms, cafeteria workers-cafeteria, office-principal and secretary, and others desired).

The second group will interview the above people and synchronize. (See Interview Sheet, Appendix).

The third group will tape interviews with the film.

The fourth group will work up a presentation for the other grades by editing the film, etc.

PANTOMIME

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Awareness to various occupations.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations
#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
List of occupations known to the students.

INSTRUCTIONAL PROCESS:

A simple contest may be held where students select a particular occupation to pantomime to the class. Have the student guess each others occupation. Score may be kept to see which students correctly guessed the most occupations. Following the contest a discussion may be held relating to the occupation pantomimed.

POLAROIDING SCHOOL CAREERS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Students learn the importance of various occupations.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#26 Determine characteristics/qualifications of occupations
#15 Be aware of multiplicity of skills, knowledge in education

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Polaroid camera

INSTRUCTIONAL PROCESS:

Ask the students to make a list of all the professions of individuals found within the school building. With the cooperation of these individuals, assign students to observe the person for part of a school day. A camera, preferably a Polaroid, may be used to take pictures of the individuals performing their jobs.

After returning, have the students present to the class a brief description of what they observed. The picture may aid in their discussion.

People to observe: school carpenter, electrician, guidance counselor, teacher, cook, janitor, principal, and secretary.

CAREER RELATED CROSSWORD PUZZLES

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Recognizing various professions and each profession's role or skill
2. Working crossword puzzles
3. Developing spelling skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#24 Understand variety and complexity of occupations and careers

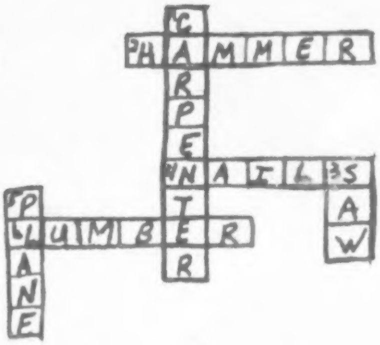
ESTIMATED CLASS TIME: Two--30 minute periods

ESSENTIAL RESOURCES:
Teacher-made crossword puzzles

INSTRUCTIONAL PROCESS:

Develop simple crossword puzzles related to various careers. To aid students, a list of the answers to the questions may be provided.

Example: Sample crossword puzzle related to one profession



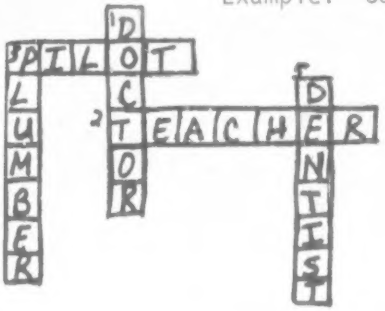
Down

1. Workman who cuts wood and builds buildings.
3. Tool used to cut wood.
5. Tool used to smooth wood.

Across

2. Tool used to pound.
4. Pieces of steel you pound.
6. Pieces of wood used in building a house.

Example: Sample crossword puzzle and questions.



Down

1. A person you see when you're sick
3. A person who fixes leaky pipes
5. A person who checks your teeth

Across

2. Person who assigns homework
3. Person who flies an airplane

Perhaps students would like to make puzzles of their own, using new careers they have learned about.

CRACKED CRAFT

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Children will be more aware of a variety of early crafts and the tools and materials needed for each

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Three half-hour periods

ESSENTIAL RESOURCES:
Pictures of craftmaking drawing paper, scissors

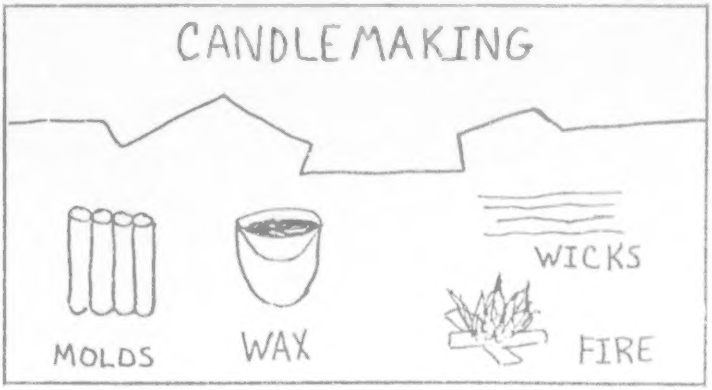
INSTRUCTIONAL PROCESS:

This activity can follow a visit to a craft show and/or a study of early crafts. Small groups of children choose a craft to study further. They research the different tools and materials needed to do their craft.

Pictures of these are drawn and labeled on the bottom two-thirds of a sheet of drawing paper. The name of the craft is written on the top one-third.

The paper is then cut apart with an irregular line making a puzzle. These are collected and shuffled.

The game, Cracked Craft, is then played. Each group of students is given the bottom of one craft picture and the top of another. Each group must find the section that matches theirs. The first group to find both matching sections wins, but the game is played until all pictures are matched.



JOBS ON A COLONIAL WHALER

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. To realize the variety of jobs contained on one ship
2. To be aware of one way cooperation was achieved on a colonial whaling ship

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Record or tape of sea chantey

INSTRUCTIONAL PROCESS:

This activity can be incorporated into the study of colonial industry.

Review a variety of tasks performed on a whaler. Using class leaders, have children reenact various jobs to music. The importance of cooperation in some tasks becomes very evident (i.e., hoisting anchor, sails and the whale.) The music [a sea chantey] should set the rythm of the children's role-playing.

BLOCK WALK

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Awareness of local jobs

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: One afternoon for Block Walk, One and one half hour follow-up

ESSENTIAL RESOURCES:
Paper, pencil, sections of town with industry or businesses accessible to students, adults to accompany groups of students.

INSTRUCTIONAL PROCESS:

In conjunction with a study of Pennsylvania industry and business, children should be divided into three to five groups. Each group (with an adult) is to list every job opportunity available within one square block. Blocks to be assigned should be carefully chosen so they will include a wide variety of job opportunities: A business section, a section including municipal and/or county workers, industry, etc.

Follow-up activities may include:

classification of jobs by cluster
obvious similarities and differences between types of jobs
compiling one list of all the observed jobs
role-playing some of these jobs

CLASS TALENT SHOW

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Communication skills
2. Performing in front of an audience
3. Creating a talent show and presentation

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#06 Understand and use the concept "role"
#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Have each student select an occupation he would like to portray in a class Talent Show. Students may spend time prior to the show investigating the job they selected. The students' presentations may be either entertaining and/or informative.

If possible, have a team of teachers or parents award prizes to the students who present the best demonstrations. Categories for awards may be divided into areas such as: "Most Informative," "Most Entertaining," "Most Creative," etc. A prize may also be awarded to the student who did the "Most Outstanding" job.

Following the Talent Show, discuss the occupations presented by the students. Discuss the resources available to the students for finding additional information about these occupations.

CAREER EXPLORATION PROGRAM

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Letter writing
2. Telephone techniques
3. Verbal communication
4. Social awareness

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#06 Understand and use the concept "role"
#10 Develop a sensitivity toward and an acceptance of others
#14 Understand interrelationship between education and work
#20 Develop basic attitudes needed for entry/success in a career
#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#30 Realize: work is an integral part of the total life style
#46 Recognize the need for making a meaningful career choice
#47 Develop a receptivity for new ideas/exploration of new ideas
#53 Understand the relationship: technology/world of work

ESTIMATED CLASS TIME: Two classes for preparation, one day visit, one class report and discussion

ESSENTIAL RESOURCES:
Chart for planning places to visit (attached)
Sample letter (attached)
List of businesses, industries, government offices

INSTRUCTIONAL PROCESS:

In order to organize and operate a career and occupational exploration program, follow these five easy steps.

Step 1: Construct a list of volunteers from the community who might be interested in participating in the program. (Allow your students to suggest places they would like to visit). Send these prospective participants a brief letter explaining your objectives (see sample letter attached). This way they will have a chance to decide whether or not they wish to become involved before you contact them by telephone or visitation to receive a commitment to the program.

Step 2: Construct a list of parents and/or college students who would be interested in participating. Parents might be recruited through newspaper articles, telephone calls, the local P.T.A. or by mail. The college students could be reached through a Dean or a professor at a local college. Once again a brief description of the program should be made available before commitments are made.

Step 3: Construct a list of children interested in participating. After step one is completed, the teacher might motivate additional students by listing the places to be visited. When places such as the animal hospital, a local florist and McDonald's appear on the list, there will be no problem getting children to volunteer.

Step 4: Coordinate a schedule of names, dates, times and places for all those involved in the program. A sample chart is attached.

Step 5: After a child or a group of two or three children has chosen a place to visit, the educational experience actually begins. Now the student preparation begins. As the children prepare for their visits, they must compose a list of questions to ask. They also should know how to operate a cassette tape recorder and a camera. During the visit the student or group is required to find the answers to their questions by conducting interviews, observing and participating. They also are required to take pictures or slides. Upon returning to the classroom, these slide presentations and photo stories can be shared with the other members of the class.

Ways of evaluating your program include surveys, interviews and viewing the audio-visual presentations. The possibility also exists that the visits may serve as motivation for other mini-units of study, such as flower arranging or terrarium building.

SAMPLE LETTER

Date:

Dear _________:

The term "Education" means different things to different people. As a teacher of young people I am concerned that these future leaders learn about the environment in which they will be assuming roles and responsibilities. To give them a better understanding of their environment and to acquaint them with the careers available to them, I am inviting you to allow these children to learn through direct experience.

I would like to send one elementary student ranging in age from 10-12 years and a college student to experience one working day in your business establishment. Hopefully, these two people would be able to spend the equivalent of a school day (9:00 - 2:00) learning in a different educational setting.

If you are interested in participating in this program, please call the school and give your name to the secretary. Upon receiving your name, I will contact you to clarify further details.

Thank you,

Teacher
Subject-Grade
School

CHART FOR PLANNING PLACES TO VISIT

	Date: Time of visit:	Name of Student Class: Teacher:	Name of Adult Telephone:
Business, Industry, or Gov't office: Address: Telephone: Contact person:			

PUZZLED CAREERS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Community study

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Copies of a local telephone directory, chalkboard, career puzzles (attached)

INSTRUCTIONAL PROCESS:

Divide the class into groups of five or six students. Ask each group to "brainstorm" and list as many jobs as possible that are available within their community. A local phone directory (yellow pages) could be a good resource for each group. Give the group 10 minutes. Then make a composite list on the blackboard. After this is complete give each student a career puzzle to see how many jobs they can find in the hidden career puzzle.(see sample attached)

(Individual teachers could make up the puzzles according to the grade level in which they are teaching. Student groups could also make up the puzzles and then hand out to the other groups)

SAMPLE CAREER PUZZLE

M E T E O R O L O G I S T Z E Y

Y E T Z L A W Y E R Z S E P N O

S E C R E T A R Y X I A A O G Z

V X J H P S E Q I P K I C L I A

T Y Z O A I V R Y T R L H I N T

R D C X D N Z T J O E O E T E H

E C O L O G I S T X L R R I E L

B X O C C E J C Y O C Z Y C R E

R S K Z T R A D I O L O G I S T

A Z X J O O N A M E R I F A D E

B A K E R K R J F Z X M P N E A

P H O T O G R A P H E R X Z N R

B U T C H E R P L U M B E R T T

C L O W N M E R C H A N T W I I

L O G G E R J Z P A R E N T S S

Y Z A R C H I T E C T J K X T T

CAREERS

Can you find 36 careers hidden in this puzzle? We did. They read across, down, up and diagonally. And one reads backward.

ROBOT MOVEMENTS DEMONSTRATE HABITS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Social and environmental changes effect individuals
2. Following directions

CAREER EDUCATION FOCUS:
(DELLA Statement)

#19 Realize technological changes demand retraining of workers

ESTIMATED CLASS TIME: One class period (45 minutes)

ESSENTIAL RESOURCES:
Dictionary of Occupational Titles

INSTRUCTIONAL PROCESS:

Play the following game to emphasize the fact that people have to change or re-learn new skills to keep pace with modern technology.

Begin by saying: "Pretend you are a new machine, possibly a robot. This new machine works differently than any other machine ever invented. The machine follows directions opposite to what it is given. For example, if it is told to raise its left arm, this machine will raise its right arm. If it is told to walk forward, it will walk backwards. See if you can follow the directions given to you. Remember to do opposite of what the directions say."

Follow the above by giving the students various directions to follow. Students will become aware of the fact that it is oftentimes difficult to change a habit.

Ask students to explain what retraining means. Have them suggest occupations that are no longer important and people must find new ways to work. (Bookkeepers in places where computers have been installed. Carpenters who built railroad bridges. Furniture makers who change from wood to plastic). What makes re-learning difficult?

HERITAGE EXCHANGE

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Library skills
2. Writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#16 Understand need for continuing education in a changing world
#18 Recognize developmental processes occurring in and out of school
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills
#22 Acquire skills, good work habits in preparing for a career
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: Ongoing for one year

ESSENTIAL RESOURCES:
Library, museums, historical places, local people

INSTRUCTIONAL PROCESS:

It is the intent of this activity to help the students to become aware of their own environment and that of others in America.

A. Find a school in another part of the country or state with which to exchange information.

B. Pick areas of interest to exchange information about.

   1. Local histories.
   2. Types of people who settled this area.
   3. Customs of this area.
   4. School-activities, sports, classes, etc.
   5. Occupations.
   6. Etc.

C. Have children make reports, collections, interviews (tape), draw pictures, take pictures, etc. describing their own school and community.

D. Make an oral report of the information collected to the class.

E. Send this information to the cooperating school.

F. Display, listen, and read materials sent to you from the cooperating school.

THEN AND NOW

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Research skills
2. History
3. Writing skills

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#18 Recognize developmental processes occurring in and out of school
#19 Realize technological changes demand retraining of workers
#31 Develop positive attitudes toward employment
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two or three class periods

ESSENTIAL RESOURCES:
Library resource books relating to changes in careers, inventions.

INSTRUCTIONAL PROCESS:

A. Discuss various occupations-what the students think a person does in a particular vocation.

B. Have the students pick a "job."

C. Research and report on what a person did ten, twenty or thirty years ago in that job. Research and report on what a person does now in that job. What tools are different?

D. Draw two pictures-showing a person doing that job then and now. Include tools used, if applicable, in the picture.

E. Report to class and/or display in room.

PIONEER DAYS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understanding the concepts of bartering and trading as a monetary system
2. Socialization skills
3. Communication skills
4. Cooperation

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#50 Develop vocabulary for understanding economic principles
#51 Be familiar with basic economic concepts
#61 Acquire basic consumer skills

ESTIMATED CLASS TIME: Two--three class periods

ESSENTIAL RESOURCES:
Old or unwanted items

INSTRUCTIONAL PROCESS:

In conjunction with a history unit on economics, discuss the means of purchasing items today as compared to yesteryears. The concepts of trading and bartering may be discussed. Emphasize the fact that in the past, "money" was not needed to purchase goods or services. Frequently an agreeable transaction could be made by trading. To demonstrate the above, conduct the following activity:

Have "Pioneer Days" within the classroom where students trade and barter for goods and services. Students may bring old, unwanted items to school to trade with one another. The teacher may become involved in the activity by bartering privileges for completed homework assignments. For example:

"I will allow you to go to the library for fifteen minutes if you complete all your homework."

MELTING POT

SOCIAL STUDIES

CURRICULUM FOCUS:

1. To become aware of contributions made by immigrants from many nations.
2. To become familiar with location and culture of various countries.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#19 Realize technological changes demand retraining of workers

ESTIMATED CLASS TIME: Two or three class periods (45 min. periods)

ESSENTIAL RESOURCES:
History books, encyclopedias, reference books

INSTRUCTIONAL PROCESS:

After a unit on "waves of immigration" to the United States, which included discussions of skilled and unskilled labor, necessity of having a job in order to be considered for a country's immigration quota, how to become a naturalized citizen, etc. the class should be ready for this activity.

Divide the class into groups of five each. Each group should elect a leader and a secretary. Each group should choose (or draw, perhaps) a foreign country and research its location, languages, culture, occupational scene, etc. Then they should decide what jobs they (as immigrants from that specific country) would be able to handle. They should include what training or education they might have had.

After a suitable length of time for preparation, the leader of each group should report the group's findings to the whole class, followed by discussion.

This activity could be supplemented by a visit to a naturalization ceremony at a courthouse.

DIVERSIFIED COMMUNITY OCCUPATIONS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Geography: How it affects workers
2. Social Studies, comparing work for people living 100 years apart
3. Art design
4. Language Arts, writing

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Construction paper, crayons, paint and brushes, adhesive tape, glue, old magazines, catalogs, Mark Twain books, history textbooks, other textbooks

INSTRUCTIONAL PROCESS:

Students learn about careers and how they originate through examination of historical development and changes.

Before introducing the project activities it is necessary that the students have an awareness of several concepts. The teacher should determine if the students are aware of these concepts. If not, areas should be explored before the lesson begins.

The concepts include:

1. People have many kinds of careers.
2. Every occupation contributes to society.
3. Every person is an individual, with different abilities, interests, needs, values.
4. People pursue careers for many reasons.
5. A person may be suited for several different careers.
6. Changes and conditions in the world affect careers.
7. People must adapt as the world changes.
8. Different occupations are interrelated in many ways.

The purpose of this activity or lesson or series of lessons is to find a way to develop with the student an understanding of the diversity of occupations that contribute to the life of the community.

In addition, they should be aware of the interdependency of these occupations. In all probability, you would discuss the idea with the class and ask for some ideas about how to design it for your classroom. The plan might develop into something like the following.

Construct a scale simulation of the "Mississippi River" on the floor or wall using construction paper or another suitable material. It should be of considerable length to accommodate the activities which will be described.

Make a little steamship that will move along the river. The ship and the river should have a name. If the simulation is constructed on a wall they will need to use the appropriate wire or adhesive and design some means of moving the vessel along to any desired location along the river.

Students could make simulations of river towns and cities with construction paper and bits of carved wood or other material. They might paste captions beside the simulation. At this point, it is probable that students will need references for some authenic details about steamship days along the Mississippi or, they may decide to do it in a modern theme. In either case, it will be necessary to have enough background to be able to carry out the activities which will be suggested.

With the mural as a background, students might be challenged to write imaginary journals about residents of the river towns, depicting various local business activities, and the trade and commodities characteristic of each geographical region. Other students may write stories or plays about the working life of the people or of the riverboat crew. Some of these stories may lend themselves to role-playing.

Each student may prepare a paper contrasting occupations in the riverboat era with occupations that now provide different goods and services. You can initiate conversations with the class about positive and negative aspects of a variety of occupations, about life styles, past and present, about some of the changes in career preparations which have been brought about by industrialization and specialization.

This type of activity, whether it is the Mississippi River or something similar, lends itself to interdisciplinary teamwork among social studies, geography, art, and language arts programs. Adaptations are possible as the ideas of the participating teachers and students are expressed.

MAPPING THE STATE

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Study of Pennsylvania's geography, natural resources, products and workers.
2. Map drawing.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: Two-three class periods

ESSENTIAL RESOURCES:
Map of Pennsylvania, reference information about the natural resources of the state, large drawing paper, felt-tip pens of various colors, overhead projector

INSTRUCTIONAL PROCESS:

Using an overhead projector, project an outline of a map of Pennsylvania on a large sheet of paper.

Divide students into small groups and ask them to:

1. Trace the outline of the map.

2. Divide the map into sections according to natural regions.

Assign one natural region to each group of students. From references available in the room, students will draw representations of natural resources, farm products, manufacturing activities, commerce, and occupations found in those regions.

Each group will present this information about their region and the explanation of the map to the entire class. A new group will be formed by selecting one representative from each original group to construct a composit of all maps. The final one is to be posted in the hall for all students to see.

Supplemental Resources: Toward Affective Development (TAD). Kit including pictures to discuss, filmstrips, games, etc., and manual. Designed to teach understanding of feelings, behavior, cooperation, etc. Cost: $90.00 (estimate) American Guidance Service, Inc.

STATE GEOGRAPHY

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Geography of Pennsylvania
2. Preparation of maps

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Drawing paper, large map of Pennsylvania, small maps (reduced copies of the large map. Film--"Geography of the U.S., and Introduction," from Coronet Films, rulers, encyclopedia.

INSTRUCTIONAL PROCESS:

Provide each student with a 8" x 11" map of Pennsylvania. Ask students to discuss the purposes of a map. Explain the symbols used on the map and illustrate these on the large map. Develop a key for the map. (Students have a reduced scale)

Using the large map as an example have students fill in major cities and rivers on their maps. When the maps are completed, the students should discuss the map-making process, who makes maps, where the data for maps is gathered.

ABBREVIATIONS FOR STATES OF THE UNION

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Students learn to recognize the abbreviations of the States of the United States.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#15 Be aware of multiplicity of skills, knowledge in education
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: Two hours

ESSENTIAL RESOURCES:
Teacher-made bingo cards

INSTRUCTIONAL PROCESS:

The following activity is designed to give students practice in recognizing abbreviations for the States of the United States.

On teacher or student-made bingo cards, write the abbreviations for the States of the Union. On 3 x 5 note-cards, write the names of the States.

The game is played by having the teacher or student draw a card from the deck and read the word aloud. The students attempt to locate the abbreviation on the card.

1. Emphasize the importance of knowing the abbreviations for the States within the United States.
2. Relate it to jobs such as mailman, shipping clerk, secretary.

A SMOOTH RIDE

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Transportation unit
2. Understand origin of earth
3. Awareness of different training for different jobs

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#25 Understand how occupations relate to functions of society
#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Asphalt plant
Paving project
Samples of rock materials & raw asphalt
Movies/on refining asphalt or quarry work

INSTRUCTIONAL PROCESS:

Plan a field trip to an asphalt plant. Explain to students that they will find out how the road is made. Once they arrive at the plant, they will be shown the raw materials from which the blacktop will be formed. By touring the mixing plant, students will see how the materials are proportioned, dried, & mixed or run through the pugmill. After mixing, it is batched into the trucks, to be hauled to the job sites.

The class could then travel to a job site to observe the material being dumped from the truck into the paver and spread onto the road surface. The students will also be able to see how the material is rolled into a tight non-moving roadway.

Returning to the classroom, the teacher and students could discuss the different types of uses for the materials that they saw, using the samples as listed above.

The new vocabulary words would be:

batch
paver
blacktop
asphalt
pugmill
petroleum
aggregate
distillate
quarry

Ask the students to draw a picture of their most interesting part of the field trip and look for rock samples aroulld their home. They can include pictures of people who work with this material.

LET'S TRAVEL

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Vocabulary building
2. Travel awareness
3. Map reading
4. Budgeting money
5. Study of Mexico

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#59 Acquire basic money management skills
#61 Acquire basic consumer skills
#64 Understand interrelationships: leisure time/one's career

ESTIMATED CLASS TIME: Two 45 minute classes

ESSENTIAL RESOURCES:

Field trip to a travel agent, maps, folders, atlas, encyclopedias, airline schedules, bus schedules, train schedules

INSTRUCTIONAL PROCESS:

Have students plan an itinerary for a trip to Mexico (or anywhere) for a two week period. The students must have some background of the country. Conduct a discussion of the following questions:

1. What would you like to see?
2. How will you get there?
3. What is the cost?
4. Do you need a passport, shots, etc.?

When these questions are answered, organize the class into groups of four. The assignment is to plan a trip. (Include method of travel, route, destination, accommodations, cost, etc.).

Each group will report to the class with an oral report, or graphically, or using some other method.

In conclusion, the entire class can make a list of all occupations that would be required to make the trip possible. When a job is suggested, the student must tell of its relevancy to the trip.

"WHO'S WHO"

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Recognition of personal characteristics.
2. Pride in achievement.
3. Personal rewards.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#04 Understand that personal characteristics can be changed
#05 Recognize relationship: self-characteristics/decision-making
#08 Develop a positive self-concept

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Bulletin board

INSTRUCTIONAL PROCESS:

As a means of developing pride and a positive self-concept among students, conduct one or several of the below activities:

1. On a wall within the classroom, develop a "Who's Who Among Students" within "Mr. Smith's Class." Select one student each week or month who has excelled academically or socially during the month. On the wall, place the student's name, picture (if possible), examples of the student's work and a brief biography of the student. Emphasize the honor of becoming a member of the "Who's Who Club."

2. On a class bulletin board, develop a "Hall of Fame" area which honors a student or group of students for outstanding merit.

3. "Classmate of the Week" may be selected by the students each week. This may be a "social award" honoring the most popular student in a given week.

After selecting a student for an award, discuss with the class the qualities the student possesses and the reason why he has received the award.

Show volumes of Who's Who from the library. Explain that most of the people listed in it have contributed outstandingly in their careers or other work efforts.

CLASS RECORDS

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Meaning of gaining personal recognition.
2. Pride in achievement.
3. Personal rewards.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#58 Recognize worker productivity is influenced by rewards

ESTIMATED CLASS TIME: One class period per month

ESSENTIAL RESOURCES:
Bulletin board

INSTRUCTIONAL PROCESS:

Make a bulletin board entitled "Can You Set a Record." Explain to the students that breaking a record means doing better than anyone has done before. Relate this concept to sports. Explain that breaking a sports record brings an athlete recognition.

A discussion of the recent Gold Medal winners at the Olympics may be beneficial.

On the bulletin board devise certain categories in which records may be set and broken. Example:

(CLASS RECORD)

EVENT	CURRENT RECORD	NAME	CLASS RECORD	NAME
Attendance: (number of days without missing school)				
Reading: (number of leisure time books read)				
Math: (number of consecutive 100% scores on quizzes, tests, etc.)				
Spelling: (number of consecutive 100% scores on quizzes, tests, etc.)				
Physical Education: (number of push-ups, foul shots, etc.)				

Relate the concept of breaking records to that of business and industry. State that breaking a sales or production record often brings a person great satisfaction and frequently monetary rewards.

FAMOUS AMERICANS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Realization of life influences upon famous American's lives
2. Biographies of famous Americans

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#16 Understand need for continuing education in a changing world
#17 Recognize role of education in career and life goals
#27 Understand process of developoing a "career"
#30 Realize: work is an integral part of the total life style
#32 Realize one's success in work is affected by one' attitude

ESTIMATED CLASS TIME: Five hours

ESSENTIAL RESOURCES:
Biographies, paper, pencil

INSTRUCTIONAL PROCESS:

1. Each child must have completed reading one biography of a famous American.

2. Class discussion--What Do We Want to Know. In this discussion children will tell what types of things were interesting about their character: childhood, education, interests, what actually made them famous, their career, etc.

3. Class discussion--Why Did They Choose Their Career? (discuss interests, abilities, opportunities, historical time and setting, etc.)

4. Have the children dress up as a character and tell about themselves ending their story midway in their life and telling what they hope to do in the future.

DEVELOPING A JOB BANK

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Family studies
2. Citizenship
3. Community

CAREER EDUCATION FOCUS:
(DELLA Statement)

#31 Develop positive attitudes toward employment
#34 Recognize that occupational stereotyping is undesirable

ESTIMATED CLASS TIME: Two-four class periods, out-of-class assignments

ESSENTIAL RESOURCES:
Tagboard or construction paper, old magazines, bulletin board, and a questionnaire (Appendix).

INSTRUCTIONAL PROCESS:

Through interviews, students learn about adult attitudes, types of work people are involved in, careers in the community.

Each student is to interview a parent, a relative, or an adult friend. The purpose of the interview is to gather information for a class "Job Bank" which will store information and pictures of different careers in the community.

The earliest activity will be to divide the class into small groups to develop questionnaires of their own. The teacher can suggest a few examples of information that should be elicited from the interviewed adults. (See Interview Sheet in Appendix).

Final questionnaires are ones suggested by the teacher, suggested in this lesson, or a compilation of the best which the class has constructed. There should be just one questionnaire that everyone uses when they go for their interviewing. It would be best if each student tested the questionnaire on a classmate to practice asking the questions and to make sure the questions are clear. It will probably take several days before all students can complete their interviews and bring the results back to the classroom. In the meantime, students should be looking through magazines, newspapers, or any sources including photographs of people doing the kind of work which is the subject of their interview.

After the interviews have been conducted, each student reports the results to the class. Also, all survey results and photographs are labeled and posted on the bulletin board. When it is time to clear the bulletin board, include the surveys, pictures, and photographs in a "Job Bank" (loose leaf binder) as a resource guide for later use. This may be placed in the library or in the school guidance office and made available for all interested students.

The follow-up discussion may include:

1. List the types of business, agencies, and industries that are in our community.

2. Why do certain communities have certain types of businesses and agencies in them and others do not?

3. In general, how did most of the people interviewed answer the questions on liking or disliking their work? Does it seem as though men or women enjoy their work more? Do you know why? Do people seem to like certain types of jobs more than others?

4. Do any of these jobs seem to create family problems for the parents? What kind of jobs are likely to create such problems?

5. Why do you think adults chose the jobs they did? Did they have any choice in the jobs they took? Can you have any choice?

6. Who is the primary wage earner in the family? Is it always the man?

There might be alternative activities that come either prior to or following the basic lesson, in which students invite an adult to the class to discuss the job which the adult holds. Another possibility is for students to role play scenes as they understand adult jobs.

Supplemental Resources: Career Awareness Series. Four filmstrips, cassettes, guide. On-the-job action. Cost: $48.00 (estimate) Educational Activities,Inc.

CULTURAL CONTRIBUTIONS OF AMERICAN BLACKS

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Developing biographical sketches.
2. Using research skills

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#56 Recognize that society needs labors of all its people

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:

Our Great Americans, The Negro Contribution to American Progress, compiled and edited by Fletcher Martin

INSTRUCTIONAL PROCESS:

1. Ask the students to develop some biographical sketches and bring in records of some of the musicians listed in the categories below.

Instrumentalists

Louis Armstrong, trumpet
"Count" Basie, jazz composer and conductor
Duke Ellington, jazz composer and conductor
Erroll Garner, jazz pianist

Composers

Dean Dixon, symphonic composer and conductor
Harry T. Burleigh, spirituals and anthems
William Grant Still, symphony
William C. Handy, blues

Concert

Marian Anderson
Leotyne Price
Mattiwilda Dobbs
Dorothy Maynor
Mahalia Jackson

Jazz Vocalists

Sammy Davis, Jr.
Nat King Cole
Lena Horne
Eartha Kitt
Harry Belafonte
Johnny Mathis
Ethel Waters
Josh White

Some suggested references are:

Famous New York Music Makers, Langston Hughes. NY, Dodd, 1955
The Negro Vanguard, Richard Bardolph, NY, Rinehart, 1959
Catalogue of Records, Folkways Records, 117 W. 46th St., NY
Invitation to Music, Folkways Records, 117 W. 46th St., NY

2. Arrange for the class to study the lives of various scientists, then plan an exhibit of the products resulting from their research. Examples:

Percy L. Julian (chemist) established Julian Laboratories, best known for its soya products, hormones and pharmaceuticals

George Washington Carver (scientist) is best known for his products from peanuts, sweet potatoes, and pecans.

Dr. Charles R. Drew is best known for his work in blood preservation and blood plasma.

3. Ask students to prepare a skit, "Who Am I?", depicting the contributions of the following persons to the areas indicated:

Mary McLeod Bethune, educator
Langston Hughes, poetry
Sidney Poitier, theater
Benjamin Bannekar, inventions
Carter C. Woodson, Negro history
Jackie Robinson, baseball
Louis Lomax, writer
James Baldwin, writer
Carl T. Rowan, ambassador
Hale Woodruff, art
Richard Wright, writer
A. Philip Randolph, trade union leader

4. Display works or pictures of the works of Negro artists. For example:

E. Simms Campbell
Richmand Barthe
Augusta Savage
Hale Woodruff

5. Throughout and concluding this activity discuss the concept that society needs the labors of all its people. Also discuss the societal-cultural advantages of contributions from various ethnic groups.

Supplementary Resources: The Story of Black America. Filmstrip with biographies. Cost: $8.95 (estimate) Learning Resource Center, Inc.

TWENTY THINGS I LIKE TO DO

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. All individuals are unique and have different likes and dislikes
2. Analyzing our own behavior, our likes and dislikes can help us understand ourselves better

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "Life Style"
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Attached worksheet

INSTRUCTIONAL PROCESS:

Give each child a worksheet with grids, like the one on the following page. Ask the students to list twenty things they like to do. After this has been done, read them the instructions below, and ask them to follow these instructions. These tasks are designed to help the student evaluate his likes, and learn more about himself. After the students have evaluated their responses according to these instructions, discuss the concept of "life style" and how our likes and values help determine our life style. Discuss the uniqueness of each individual in the class.

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group.)

2. The letter A is to be placed beside those items which you really prefer to do alone; the letter P next to those activities you prefer to do with other people; and the letters A-P next to activities which you enjoy doing equally alone or with other people.

3. The letters PL are to be placed beside those items which require planning.

4. The coding N5 is to be placed next to those items which you would not have listed five years ago.

5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.

   The student is to indicate next to each activity when (day/date) it was last engaged in.

6. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.

7. Put an MI by any of your items which you would not be able to do it you moved 1,000 MILES south from where you now live.

8. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.

9. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.

10. Next to each item write the name of a person you want most to talk to about that specific item.

11. Write the letter F next to those items which you think will not appear on your list 5 years from now.

12. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.

13. Put an I next to any item which involves INTIMACY.

14. Mark with an S any items which can only be done in one particular SEASON of the year.

15. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.

16. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.

17. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.

18. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.

19. Put the letters CH next to the things you have listed which you hope your own CHILDREN will have on their own lists someday.

20. Which items on your list do you feel nobody would conceivably REJECT you for loving? Code them with the letters RE.

Supplemental Resources: Focus on Self Development. Level II. A kit including teachers guide, filmstrips with sound, photoboards, easel and learner activity book. Cost: $135.00 (estimate) Science Research Associates

NAME________________________________

TWENTY THINGS I LIKE TO DO WORKSHEET

1.								
2.								
3.								
4.								
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6.								
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8.								
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19.								
20.								

A HAIRY SITUATION

SOCIAL STUDIES

CURRICULUM FOCUS:

1. Understanding of how our appearance is affected by our environment
2. Opinion poll
3. Understanding social change

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/ qualifications of occupations
#29 Recognize materials/ processes/tools of occupational clusters
#35 Be aware of the value of acquiring marketable skills

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Back drop for "peek hole," art materials, mannequins and hair-styling equipment, Guests, hairdresser and/or barber
Pictures of hairstyles throughout history, and present styles

INSTRUCTIONAL PROCESS:

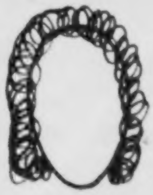
Invite a hairdresser and/or barber to visit the classroom and possibly demonstrate on a boy and girl a modern hair style that's popular. They might also bring in mannequins with hairstyles from the past. After the actual hairstyling techniques have been demonstrated on the students, the class could video tape an interview with the hairdresser and barber. (see Interview Sheet in Appendix)

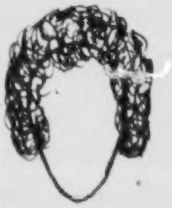
A class discussion could follow comparing the hair styles then and now and possibly how these depict the feelings of the times.

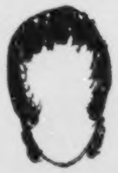
A scrapbook of different hairstyles could be compiled by the class and maybe a "peek hole" center could be constructed in the hallway for the kids to enjoy and possibly a contest entitled "Hair 2000 could be started where the kids would design a possible hair style of the future.

The class could take a walk and ask people on the street to vote for the hair style of their choice for 1980 or 2000...

A day could be arranged where all the kids wear hair styles from a particular period of history.


1950


1970


1990

DO YOU WANT A HUNDRED DRESSES?

SOCIAL STUDIES

INTERMEDIATE

CURRICULUM FOCUS:

1. Develop appreciation of others particularly those who are different
2. Analyze the heroine's actions and feelings

CAREER EDUCATION FOCUS:
(DELLA Statement)

#04 Understand that personal characteristics can be changed
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Three 30 minute time periods

ESSENTIAL RESOURCES:
The Hundred Dresses, by Eleanor Estes

INSTRUCTIONAL PROCESS:

Read the book, The Hundred Dresses aloud to the class. Conduct a class discussion as to why the heroine (Wanda) acted as she did. Discuss alternate ways she might have acted under different circumstances. Discuss the changes in attitude of the rest of the class toward the heroine from the beginning to the end of the story. Relate pupils' discussion to how people cope in difficult situations.

List what career opportunities might be available to the heroine.

INDEX OF TITLES

RELATED ARTS/FINE ARTS

ART

PRIMARY

DRAWING A PERSONAL COAT OF ARMS 317
SELF DRAWINGS 318
PLASTER HAND CAST 319
SHADOW SILHOUETTES 320
ME, MYSELF AND I 321
H.C.H. (HOBBIES, CAREERS, HM-M-M??) 322
LIFE-SIZE OCCUPATIONAL PORTRAITS 323
MAKING COSTUMES 324
CAREER PAPER DOLLS 325
PAPER BAG PUPPETS 326
CAREER JIGSAW PUZZLES 327
CAREER CARDS 328
THE LEISURE BUSINESS 329
LOLLIPOP CENTERPIECES 330
WRAPPING TREE BRANCH SCULPTURE 332
PRINTMAKING 333
WOODWORKING: JIGSAW PUZZLES 334
PLASTER OF PARIS CASTING-MOLDS 335

INTERMEDIATE

DECORATIVE TABLE SETTINGS 337
PLASTER OF PARIS CASTING-SCULPTURE 339
WOODWORKING: WOODEN PAINTED STOOLS 341
CARTOONING 343
LIFE-STYLE COLLAGES 344
COLLECTION HOBBIES 345
MUSEUM TRIP 346
CARPENTRY: A LOFT 347
NEIGHBORHOOD CAREERS MURAL 348
CRACKED CRAFT 349
GOD'S EYES-AMERICAN INDIAN ART EXPLORATION 350
STENCIL RUBBINGS-AN ABSTRACT SHAPE EXPLORATION 351

MUSIC

PRIMARY

RHYTHM BAND 352
TRIANGLE, CIRCLE, SQUARE 353
I CAN BE WHAT I WANNA' BE 354
I WANT TO BE THE POSTMAN 355

BIRD CALLS 356
BIRD MOVEMENTS 357
NAMESOUNDS 358

PRIMARY/INTERMEDIATE

GETTING INSIDE A SLIDE 359
SOUND GESTURES 360
COLONIAL MOVEMENTS 361

INTERMEDIATE

MUSICAL SKILLS AND PROFESSIONS 362
BE A MUSICOLOGIST! 363
LUMBERMAN'S LIFE 364
BICENTENNIAL BALLADS 365
MAGIC SQUARE 366
WORD CANTATA 368
STONE AGE IMPROVISATIONS 369
VOICE STORY IMPROVISATION 370
I WONDER 371
SOUND PICTURES 373
MIRRORING 374
WHALES 375
MUSIC MACHINE 376
ADDING MUSIC TO POETRY 377

PHYSICAL EDUCATION

PRIMARY

INTERPRETIVE DANCING 378
KEEPING FIT 379
TOOLS OF THE TRADE 380
CROSSING THE BROOK 381
WORKERS AND THE STORM 382
BADWEATHERGAME 383
HI-HO 384

INTERMEDIATE

APPLICATION OF PHYSICAL SKILLS 386
IMPROVING BASIC PHYSICAL SKILLS 387
CAREERS MAZE 388
ATHLETE'S BIOGRAPHIES 389
TIME OUT 390
SCAVENGER HUNT 391
GAME-CAREER BALL 392

DRAWING A PERSONAL COAT OF ARMS

ART

PRIMARY

CURRICULUM FOCUS:

1. Practice in drawing
2. Using crayons, markers

CAREER EDUCATION FOCUS:
(DELLA Statement)

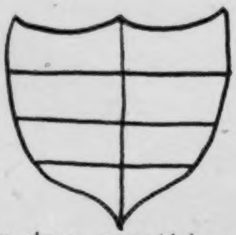
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper, crayons, encyclopedia pictures, art books

INSTRUCTIONAL PROCESS:

Display pictures of several different Coat of Arms. Discuss them in terms of their meaning, purpose and history. Suggest to the class that they make their own personal Coat of Arms. Give them a large pattern to use which looks like this--dividing the patterns into 8 sections.



Ask the students to draw something about themselves in each section. For example, they can represent:

1. Favorite color
2. Favorite food
3. Favorite hobby or leisure time activity
4. Something I do well and could teach somebody
5. Something I fear
6. Something I cherish
7. Something I want to be when I grow up
8. A person I respect
9. If I had a million dollars
10. Etc.

Ask for volunteers to explain their Coat of Arms. With the students' permission, display their Coat of Arms around the room.

Supplemental Resources: Focus on Self Development-Level I. Filmstrips with sound and teachers guide, photoboards, easel, learner activity book. Cost: $108 (estimate). Science Research Associates, Inc.

"SELF" DRAWINGS

ART

CURRICULUM FOCUS:

1. Developing skills in drawing

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#03 Understand relationship: self-characteristics/performance
#04 Understand that personal characteristics can be changed
#07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: One hour

ESSENTIAL RESOURCES:
Drawing paper, crayons, etc.

INSTRUCTIONAL PROCESS:

Have students draw two pictures. As the first picture, have students draw themselves and all the things they like, including: food, games, toys, clothes, activities, etc. As the second picture, have students draw their homes and items within their homes, including the family.

Instruct the students to compare their pictures of themselves. Note the differences between pictures. Take into consideration the following:

1. Dress of the student
2. Types of food liked
3. Types of games played, etc.

Discuss the fact that the pictures show the students' unique characteristics. Secondly, compare the pictures of students' names and their families. Discuss the following:

1. Size of the home and family (math)
2. Style (shape) of the houses (art)
3. Material possessions (boats, travel trailers, colored T.V., pet owners, etc.)

Discuss the fact that the pictures show the family's life style. Also show that rarely are two families identical.

A discussion may also be conducted on how home environment and life styles affect a person's personality, the way he/she looks and acts, talks, and thinks.

PLASTER HAND CAST

ART

CURRICULUM FOCUS:

1. Learning about ourselves.
2. Painting.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#04 Understand that personal characteristics can be changed
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Paper plates, plaster of paris, water, bowl and spoon for mixing, can of vegetable shortening, poster paints, gummed hangers to mount for hanging, newspapers, large table.

INSTRUCTIONAL PROCESS:

Each child makes a print of his hand in plaster of paris and then paints the background with poster paints.

Cover a large table with newspaper and set out materials. Mix plaster of paris. Pour plaster on paper plate. Have each child grease his/her hand with the shortening. Guide the child's hand to make a pressure print in plaster. Set the plate and plaster aside to dry. Do the next child's hand. (Mark each plate with the child's name).

When plaster is dry children can carefully paint around their palm print. Mount a gummed hanger on back and write the child's name and date on the back of the palm print.

Afterwards, when children have seen each other's prints, talk about how people grow and change. Compare your hand to the children's hands. Talk about the ways people are different and the ways they are alike.

SHADOW SILHOUETTES

ART

PRIMARY

CURRICULUM FOCUS:

1. Developing discriminative powers of observation
2. Painting skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One period

ESSENTIAL RESOURCES:
Slide projector, 12" x 15" white construction paper, black crayon, black tempera paint

INSTRUCTIONAL PROCESS:

Position a slide projector approximately five feet from a bare wall upon which a large white piece of construction paper is taped. Have a child stand between the projector and the paper so that the side of his head casts a shadow on the paper. After the room has been darkened, turn on the projector and draw the outline of the child's head on the paper. Draw a silhouette of the head and shoulders of each child in the class. Have the children paint the drawing with black paint. Upon completion of the pictures, place them in a conspicuous place in the room. Discuss the pictures and ask the children to guess the identity of each one.

Discuss the ways in which we are alike and different.

ME, MYSELF AND I

ART

PRIMARY

CURRICULUM FOCUS:

1. To recognize a picture of themselves and discuss their emotions and their physical being and how they are separate.
2. Naming and recognizing parts of the face.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept
#09 Recognize that development of self is constantly changing.

ESTIMATED CLASS TIME: 30-40 minutes

ESSENTIAL RESOURCES:
Pictures of children, large drawn empty silhouette of a child, large magic marker, drawing paper and crayons.

INSTRUCTIONAL PROCESS:

1. Show photographs of children-have each child find his picture.

2. Ask each child, "How do you know this is you?" (Answers-my hair, eyes, body-This is Me!)

3. Write the word 'ME' above a large drawing of an outline of a body. Ask the students the following questions:
   a. Could this be you?
   b. What is missing that would make this you? (Eyes, nose, mouth, clothes, etc.)

Have the students draw these on the outline of the body.

4. Ask the students if anything else is missing. What makes you-you? (If they do not respond with-feelings such as, angry, happy, sad; give them an example they would react to, such as someone making them angry).

5. Then have the students write words describing their feelings around the outline of the body, such as, tears for sad, smile for happy, etc. Young children will only begin with these feelings, so you may wish to add others, such as-frightened, excited, etc.

6. Have them draw a picture of themselves being angry, happy, frightened. Help each child write one sentence telling what happened to him/her.

7. Discuss these pictures and why it is all right to show these feelings sometimes.

H.C.H. (HOBBIES, CAREERS, Hm-m-m??)

ART

PRIMARY

CURRICULUM FOCUS:

1. Painting with Que-tips
2. Oral communication or verbalization

CAREER EDUCATION FOCUS:
(DELLA Statement)

#27 Understand process of developing a "career"

ESTIMATED CLASS TIME: 30 Minutes

ESSENTIAL RESOURCES:
Paper, paint, Que-tips

INSTRUCTIONAL PROCESS:

Ask students to paint pictures of their hobbies or family members' hobbies that might develop into a career. Ask the students to display and tell about their pictures.

LIFE-SIZE OCCUPATIONAL PORTRAITS

ART

CURRICULUM FOCUS:

1. Practice in cooperative work.
2. Observation of certain uniforms for certain work.
3. Painting with tempera.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

5 foot long pieces of wrapping paper, tempera paints, brushes, crayons

INSTRUCTIONAL PROCESS:

Ideally the children should be taken to the playground or some other large flat area for this lesson. Have each child select a partner with whom he can work. The teacher can use the odd number child in his demonstration. Have the child lie down on a 5 foot piece of wrapping paper. The paper should be long enough and wide enough to accommodate the child with his arms spaced slightly out from his sides. The child's partner then draws carefully around the entire body of his friend. The children then reverse their positions until each child has an outline of himself with which to work. The children can then use tempera paint and brushes to create a life-size portrait of themselves in the outfits of the occupation they would most like to learn about. When the portraits dry they can be cut out and displayed in the halls of the school.

MAKING COSTUMES

ART

CURRICULUM FOCUS:

1. Create clothing to show different occupations.
2. Describe how the special clothing helps the employee in his/her job.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes and tools of occupational clusters

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Construction paper, oaktag, scraps of material, scissors, glue, thread, needle and supplementary tools to describe jobs.

INSTRUCTIONAL PROCESS:

Use one class period to create a costume to illustrate a career. Depending on the level of the children, the materials may be varied. The more advanced student may use materials, thread and needle to design a whole costume. However, other students may use construction paper to make parts of an occupational uniform. The students may use classroom items or tools from home to accent their costumes.

The second class session is the Job Fashion Show. One student or two should be designated as commentators. Their job is to describe each costume and how it helps the person with his job.

Another class or the parents may be invited as the audience for the fashion show.

CAREER PAPER DOLLS

ART

PRIMARY

CURRICULUM FOCUS:

1. Developing eye-hand coordination in the young child.
2. Coloring and cutting skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:

Richard Scary's Best Rainy Day Book Ever (published by Lucky Book Club). Crayons, scissors, patterns for paper doll figures and "career" clothes.

INSTRUCTIONAL PROCESS:

Students should trace paper doll patterns and clothes which the teacher could have prepared on a ditto. Or the students could design their own using a basic pattern to insure that the clothes will match the size of the "paper dolls." (Richard Scary's book offers an excellent example). The "clothes" should show typical clothing for many careers: fireman, doctor, etc. Once the paper dolls and clothes have been constructed, they offer an excellent basis for a continuing learning center and for an oral discussion about the various careers.

PAPER BAG PUPPETS

ART

CURRICULUM FOCUS:

1. Practice in using descriptive vocabulary.
2. Developing puppet plays.
3. Making paper bag puppets.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#5 Recognize relationship: self-characteristics/decision-making

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Paper bags, crayons or paints, large appliance box

INSTRUCTIONAL PROCESS:

Have several students make paper bag puppets depicting people in various occupational roles. Other children can make puppets of such people as housewives, shoppers, drivers of automobiles, etc. A puppet stage can be made from a refrigerator or television carton. The class then devises a number of everyday situations in which their "workers" will be placed, i.e. a policeman stopping a speeding car, a supermarket checker and a shopper who doesn't have enough money for her purchases. Have the children discuss these problems and then act them out with their puppets.

CAREER JIGSAW PUZZLES

ART

CURRICULUM FOCUS:

1. Provide practice in using occupational vocabulary.
2. Drawing.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

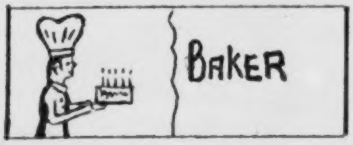
#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Crayons, sheets of colored construction paper (9 x 12")

INSTRUCTIONAL PROCESS:

Distribute crayons and sheets of colored construction paper to students. Have them fold the paper vertically and draw an occupational character on the left side of the paper and print the name of the occupation portrayed on the right side. The teacher then collects the papers and discusses the occupations pictured with the class. The teacher then uses a crayon or ink marker to draw different shaped lines down the folded part of each paper so that when each paper is cut apart on these lines, the two pieces resemble puzzle pieces. An example is shown here:



All of the pieces of papers are then mixed up and placed in a box. These puzzles can be placed in a learning center for children to enjoy at different times during the day. When the children become proficient at matching the occupational title with the picture, the pictures can be replaced with brief class-written job descriptions.

CAREER CARDS

ART

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Alphabetizing
2. Categorizing
3. Written language arts skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: 30 minutes per career cluster

ESSENTIAL RESOURCES:
Pencils, crayons, 3"x 5" index cards or heavy manila construction paper cut to index card size. Books illustrating various types of careers with a written description of qualifications, etc.

INSTRUCTIONAL PROCESS:

Students will be constructing their own set of "career cards." A picture of the career and title should be placed on the front; and a description of the job should be written on the back of the card. This information should include qualifications, approximate salary, tools, etc.

These cards, once constructed, could be used for an endless variety of activities and games. The cards could be alphabetized, sorted categorically into career clusters, held up as a "flash card" and then a student could be chosen to pantomime the career involved, etc.

THE LEISURE BUSINESS

ART

CURRICULUM FOCUS:

1. Develop ability to classify according to function
2. List information in categories
3. Use reference materials

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#64 Understand interrelationships: leisure time/one's career
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: Three hours

ESSENTIAL RESOURCES:
Paper, pencils, crayons/water colors, old copies of leisure-related magazines.

INSTRUCTIONAL PROCESS:

Discuss leisure time activities which interest the class. Select two or three activities with the students and divide the students into interest groups. Each group should research their selected leisure time activity to find out how many occupations it involves. After researching swimming, for example, they should list all the occupations affiliated with it. They could include such occupations as: lifeguard, swimming instructor, business manager, gardener, short order cook, custodian, cashier, concession salesperson, waitress, etc. After each group completes their list, they may illustrate the various occupations, then each group can make a presentation to the other groups.

LOLLIPOP CENTERPIECES

ART

CURRICULUM FOCUS:

1. Develop motor control
2. Develop the ability to sequence steps
3. Identify, create, and repeat radial, symmetrical, and free-form patterns
4. Achieve harmony through limiting colors and shapes
5. Develop skill to arrange and attach pieces functionally (balance)

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#44 Understand decision-making involves responsible action
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two class periods of 40 min.

ESSENTIAL RESOURCES:
Lid shapes to trace, self-hardening clay (base), name tags, scissors sticks or rolled paper, construction paper, pencils, crayons, water colors, baggies and twist-ties, desk coverings, Elmer's glue Examples of three types of patterns.: radial, symmetrical, free-form

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: What do you like about candy lollipops? How do we get such beautiful colors and patterns? If you could decorate lollipops, what patterns could you choose from? How can we practice in school? Can you use these ideas at home? In the future?

2. Teacher demonstration of step-by-step procedures:
    1. Trace and cut three sets of two lid shapes
    2. Use three types of patterns: decorate your circles with crayon
    3. Glue sticks between layers of circle shapes
    4. Paint with water colors and arrange in the clay base
    5. Attach your name tag
    6. Let dry and attach your baggies as coverings
    7. Paint your base if desired
    8. Evaluate your work/view others/participate in the class discussion. Help with clean-up.
    9. Take your work home and display it

3. Students working independently following the step-by-step instructions given by the teacher (Poster--black board picture illustrations to follow)

4. Teacher-student evaluation of the project: Did you enjoy this sculpture project? Did you use the three types of patterns and follow the directions? Did you use good craftsmanship? Did you

view others and learn from others? Did you make good and/or bad decisions? Did you make up things you never saw before? Did you copy? What would you change if you could do this project over again? How can you use these ideas at home? On candy? On other things? Where can you find help when needed and see other examples made by different people?

As supplementary resources use: slides/pictures/examples of unusual and plain candy lollipops and/or take a trip to a candy factory (Videotape, etc. to show process)

WRAPPING TREE BRANCH SCULPTURE

ART

PRIMARY

CURRICULUM FOCUS:

1. View, respond to, and investigate art made by others
2. Select, wrap, and attach textile materials to each other
3. Contribute materials from home
4. Achieve harmony: limited color theme
5. Use good craftsmanship

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#23 Acquire vocabulary for describing the world of work
#44 Understand decision-making involves responsible action
#67 Develop skills in leisure time activity

ESTIMATED CLASS TIME: One--two class periods if interest continues and students are not done

ESSENTIAL RESOURCES:

Forked tree branches, assorted scraps of yarns and strings, Elmer's glue, scissors, commericial and/or hand made beads, scissors, name tags

Pictures/slides/actual examples made by others

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: What is wrapping? How is it used by others: functionally and decoratively? How can we use it in art class? What materials can you add from home? (did you bring?) Where can we find examples made by others? How can you achieve harmony and good craftsmanship?

2. Teacher demonstration followed by student participation independently with teacher's help when needed. Independent viewing others and selection of materials.

3. Have an art show at the end of class. Have a class discussion based on the following questions: What did you like about this process and the results? What would you change and/or add if you did this type of art again? Where can you find materials if you want to do this at home? What decisions do you have to make when you do something like this? What vocabulary words should you know?

As supplementary resources use:
Field trip/film loop/ Videotape of the process, trip to an artist's workshop to see wrapped examples.

PRINTMAKING

ART

CURRICULUM FOCUS:

1. Develop printing motor control skills
2. Develop good craftsmanship
3. Combine different shapes to form a border and a motif
4. Become aware of the benefits of individual differences
5. Complete, exhibit work, view others

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#3 Understand relationship: self-characteristics/performance
#10 Develop a sensitivity toward and an acceptance of others
#15 Be aware of multiplicity of skills; knowledge in education
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One--two time periods

ESSENTIAL RESOURCES:
Three colors of water base paint,
Assorted printmaking stamps: fingers, sponge, vegetable, wood
metal, rubber, styrofoam
Background paper or other material,
Teacher examples of good and poor use of the materials and process.

INSTRUCTIONAL PROCESS:

1. Teacher-student introduction and discussion: What is printmaking? How is it used? Have you ever printed anything by accident? On purpose? What is the easiest and best way to do it in school?

2. Teacher demonstration of printing techniques, materials available, use of a patterned border and central motif, color selection, framing and display.

3. Student participation independently: Teacher help when needed.
    1. Planning and practice on scrap paper
    2. Developing finished product
    3. Viewing others, sharing supplies

4. Art Show and class discussion:
Do you like this process?
What is good and bad about it?
What other things can you print besides paper?
Where can you buy supplies out of school?
Where can you see examples outside of school?

As supplementary resources use: 1) Reference books on printing: Examples of different uses. 2) Film loop/videotape/movie of the printing process. 3) Slides of good and bad examples made by other students.

WOODWORKING: JIGSAW PUZZLES

ART

CURRICULUM FOCUS:

1. Develop knowledge of paint and wood characteristics
2. Participate in planning, drawing, painting, and sanding
3. View, respond to, and investigate art made by others

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#29 Recognize materials/processes/tools of occupational clusters
#44 Understand decision-making involves responsible action
#67 Develop skills in leisure time activity

ESTIMATED CLASS TIME: Two time periods:
1) Plan, paint, divide into sections (Hand in to be cut by the teacher)
2) Sand, put together, investigate others, display your work

ESSENTIAL RESOURCES:
Scrap paper, pencils, white pine wooden squares, acrylic paints and brushes, newspaper, water, (Jigsaw for cutting the wood) sandpaper, baggies (storage) Examples of good and bad puzzles

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: What are toys? Where do they come from? Who makes them? Why? Who decides what to make? What qualities do we look for when we buy/make things? How can you make a toy in art class today?

2. Teacher demonstration: Planning, painting, drying, drawing cut lines, sanding, evaluating. (Show good and bad examples)

3. Student participation: step-by-step. Self evaluation and teacher help when needed.

4. Teacher-student discussion at the end of the project: Did you like designing toys? How do you like working with the art materials? Where can you find art materials if you want to do this project on your own at home? Where can you find other examples of things to make?

As supplementary resources use:
1) Film loop, videotape or slides, the process of creating a jigsaw puzzle
2) Videotape/field trip to a shop to watch puzzles being cut
3) Examples of puzzles made by others professionally: historically.

PLASTER OF PARIS CASTING-MOLDS

ART

CURRICULUM FOCUS:

1. Develop knowledge of plaster characteristics
2. Practice in drawing and painting
3. Participate in recycling materials
4. Develop sanding and carving skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#29 Recognize materials/processes/tools of occupational clusters
#47 Develop a receptivity for new ideas/exploration of new ideas
#65 Understand leisure time can provide some rewards of work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two time periods

ESSENTIAL RESOURCES:

Period One: Desk coverings, plaster of paris, styrofoam trays and scraps, Elmer's glue, scissors

Period Two: Sandpaper, scissors, magic markers, water colors, brushes, projects from week one: molded and free form sculptures

INSTRUCTIONAL PROCESS:

Period One:

1. Teacher-class discussion. What is sculpture? Plaster of paris casting? How are molds used? How can we use plaster in school?

2. Teacher demonstration of mixing and pouring plaster free form.

3. Teacher questioning: How can we control this shape? Change it? Demonstration of making a mold from styrofoam.

4. Student participation in mold making.

5. Teacher-student pouring plaster when the molds are dry.

6. Save for week two.

Period Two:

1. Teacher-student discussion. What happened to our plaster? (color, shape, texture) What can we do to change the color,

shape, and texture of our sculptures?

2. Teacher demonstration: remove from mold, sand, carve, draw and/or paint.

3. Student participation in step #2.

4. Student participation in viewing others, displaying your work and/or art show when finished.

5. Teacher-student discussion. What did you like, dislike about casting plaster? How did you like decorating the sculptures? Where can you find these art materials if you want to do this at home? How expensive are they? How can you use and change these ideas?

6. Students taking home examples.

As supplementary resources use:

1. Film loop, videotape of the process of making free form and mold cast plaster examples.

2. Slides, pictures of free form and molded cast examples from nature and our man-made environment: clay, cement, plaster, metal, plastic, food.

3. Actual examples of this type of casting done by other students and/or the teacher.

DECORATIVE TABLE SETTINGS

ART

CURRICULUM FOCUS:

1. Explore and use (draw and paint) motifs and patterns that are similar on differen shaped objects
2. Select and use a combination of patterns that for a center motif and border
3. Achieve harmony through limiting shapes, repeating shapes
4. Change objects that are only functional into ones that are also decorative
5. View others, display your products

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#17 Recognize role of education in career and life goals
#23 Acquire vocabulary for describing the world of work
#32 Realize one's success in work is affected by one's attitudes
#67 Develop skills in leisure time activities
#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: One--two classes depending on involvement of students and length of each class

ESSENTIAL RESOURCES:
White 12" x 18" construction paper, white cups, paper plates and napkins, plastic silverware, tin cans, scrap box of paper, crayons, water color paints, scissors, Elmer's glue, table coverings to protect the desks, water (If planting in tin cans: soil, seeds or plants, water)
Examples of motif and border use: homemade, commercial

INSTRUCTIONAL PROCESS:

This activity will familiarize students with the field of commercial art.

1. Teacher-student discussion: How do we use motifs and patterns? How do we make different things look like they belong together? Why do adults decorate sets of dishes, etc. so they match? Why don't they leave them plain? Who does this type of job? Can you do the same job--in school, at home in the future?

2. Teacher demonstration of using a motif and a border: drawing, painting, printing. Teacher suggestion of steps to follow:
    1. place mat
    2. plate
    3. napkin
    4. cup glue together
    5. silverware
    6. tin can

3. Student independent participation in the project. Help from the teacher when needed. Independent viewing others and self-planning and evaluation

4. Teacher-student discussion of the project at the end of the class: Did you like this project? What did you learn from others? What would you change if you could do it again? How is you craftsmanship? How can you use these ideas at home in other things? Where can you find art supplies?

As supplementary resources use:
1. Slide set/examples of this lesson done by other students: good and bad examples
2. Commercial examples of matching tableware: slides, picture, actual products
3. Field trip/videotape to a printing shop/designer's workshop to see how designs are created and reproduced

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

PLASTER OF PARIS CASTING-SCULPTURE

ART

CURRICULUM FOCUS:

1. Review characteristics of plaster
2. Use two types of molds
3. Experiment with plaster compositions
4. Develop sculpture skills: planning, sanding, carving, painting
5. Recognize individual differences in art expression
6. Develop awareness of functions of casting in society

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing
#21 Recognize relationship: school environment/larger society
#47 Develop a receptivity for new ideas/exploration of new ideas
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two time periods

ESSENTIAL RESOURCES:

Period One: Plaster of paris, sawdust, vermiculite, safety pins, spoons, small milk cartons, newspaper for desk coverings, mimeographed planning sheets.

Period Two: Sculptures from period one, sandpaper, scissors, water colors, magic markers, planning sheets for reference.

INSTRUCTIONAL PROCESS:

Week One:

1. Teacher-student discussion. What is plaster? How are plaster sculptures used? (functional and decorative) What is a mold? What kinds of materials are used to make molds? How are molds used in the larger society? How can we use molds in school?

2. Teacher demonstration: pouring plaster in spoons to make pin jewelry.

3. Teacher-student discussion. How can we change the composition of plaster? Add sawdust and vermiculite. Teacher-student participation in mixing and pouring this mixture.

4. Teacher question: How do people keep from making a lot of costly mistakes when they are making something? Planning. Teacher introduction to planning sheets for student use.

5. Student planning on the mimeographed sheets while the plaster is drying: save for week two.

Week Two:

1. Teacher demonstration of removing plaster from molds, using planning sheets, sanding, carving, decorating, and displaying work-viewing others.

2. Students work independently, viewing others, displaying work.

3. Teacher-student discussion. How do you like casting? Can you do this on your own? Where do you find the materials? How can you change and use this idea? What would you change if you could do this again? What did you learn from others?

As supplementary resources use:

1. Film loop, video of plaster process: spoon and box casting and sculpture techniques.

2. Pictures, actual examples of this type of sculpture done by others.

3. Slides, pictures, examples of casting used in larger society.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

WOODWORKING: WOODEN PAINTED STOOLS

ART

CURRICULUM FOCUS:

1. To become familiar with different styles of furniture, materials used, finishes, and construction
2. To select and create a functional piece of furniture (stool)
3. To follow recommended steps of construction
4. To achieve harmony through limiting color

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#15 Be aware of multiplicity of skills, knowledge in education
#58 Recognize worker productivity is influenced by rewards
#67 Develop skills in leisure time activity
#17 Recognize role of education in career and life goals
#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two-three class periods

ESSENTIAL RESOURCES:

1. Slides, pictures, actual examples of different styles of furniture, materials used, and construction.
2. Scraps of wood, (top and leg pieces) assorted sizes sandpaper, Elmer's glue, nails, brushes, paint, sponges, pencils, cardboard combs, stencils (paper), collage materials, stains

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: What is furniture? Why was it created-invented? By who? Why does it change in style and material? Who decides what changes should be made? What can we create in our classroom?

2. Teacher demonstration of materials and stool design possibilities: Plan, design, sand, select a wood treatment, apply, evaluate, view others.

3. Student participation.

4. Teacher-student discussion: What styles and treatments were you influenced by? Are you pleased with your level of skills? How can you change your skills in the future? Where can you obtain knowledge in woodworking if you wish to continue to use this form of art: In school? out of school? Where can you find examples to be influenced by?

As supplementary resources use:
1. Videotape, slide set, field trip to a furniture factory's design and construction departments.
2. Books, magazines, display examples
3. Examples of other students' work: good and bad, step-by-step.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

CARTOONING

ART

INTERMEDIATE

CURRICULUM FOCUS:

1. Awareness of relationship of cartoons to personal experiences
2. Awareness of the process of cartooning and the jobs available in this field

CAREER EDUATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#26 Determine characteristics/qualifications of occupations
#25 Understand how occupations relate to functions of society
#27 Understand process of developing a career

ESTIMATED CLASS TIME: Several class periods

ESSENTIAL RESOURCES:
Cartoonist, cartoons from newspapers and magazines

INSTRUCTIONAL PROCESS:

Discuss with the students the following questions:

1. What are cartoons?
2. Where may cartoons by found?
3. What jobs are associated with creating cartoons?
4. What purposes do cartoons serve?

After the discussion the following activities may be conducted:

1. Have students bring cartoons depicting various occupations.
2. Invite the cartoonist from the local newspaper to discuss cartooning as an art and as a career.
3. Ask the Art Teacher to demonstrate the process of cartooning.
4. Instruct students to create their own cartoons, preferably about a particular occupation.
5. Have "Cartoon Day" where students present their cartoons to the class. Prizes may be awarded for the best cartoons.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

"LIFE STYLE" COLLAGES

ART

INTERMEDIATE

CURRICULUM FOCUS:

1. Develop oral expression skills
2. Develop written expression skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"

ESTIMATED CLASS TIME: One--two class periods

ESSENTIAL RESOURCES:
Magazines, scissors, construction paper, glue

INSTRUCTIONAL PROCESS:

1. Discuss with the children what a "life style" is.

2. Tell the children to look through magazines to find pictures of people with different life styles, cut them out and glue them to construction paper.

3. When each child has completed his "life style" collage, he may show it to others and explain the different life styles he has chosen for his collage.

4. Collages may be mounted around the room. Older children may wish to write a few sentences explaining the different life styles in their collages. These could be mounted along with the collages.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

COLLECTION HOBBIES

ART

CURRICULUM FOCUS:

1. Awareness of enjoyment a hobby can bring
2. Awareness of some of the kinds of objects people collect
3. Encouragement in developing a hobby of one's own

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#62 Develop vocabulary to differentiate leisure time activities
#65 Understand leisure time can provide some rewards of work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Two or more class periods

ESSENTIAL RESOURCES:

Library books devoted to various types of collecting. Opaque projector. Field trip to a museum.

INSTRUCTIONAL PROCESS:

Bring books to class on various types of collections (bottles, postcards, model ships) and using an overhead projector show them to the class. Arrange a field trip to a museum if possible to view their collections.

List on the chalk board some of the things people collect, try to make the list as long and varied as possible. Example:

Thimbles
Swords
Matchbooks
Bone China cups & saucers
Glass figurines
Antique cars
Dolls
Bells
Turtles
Baskets
Quilts
Posters
Postcards
Antique furniture
Clocks
Driftwood
Ivory
Stamps

Candles
Models (ships, cars, planes)
Dollhouse furniture
Handicrafts of a particular country or medium
Spoons
Pewter items
Glassware
Lithographs
Etchings
Paperweights
Musical instruments
Old dishes
Bird nests
Rocks & minerals
Seashells
Buttons
Money (coins and/or bills)

Students can bring in their own collections to show class and discuss. Encourage students to think of things they would like to collect as an interesting hobby.

MUSEUM TRIP

ART

CURRICULUM FOCUS:

1. Developing an appreciation for art.
2. Developing skills in art.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of careers

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Library books about art and artists, tape recorder (optional)

INSTRUCTIONAL PROCESS:

Take a trip to a museum of art. Before this trip, discuss aspects of careers in art. Enroute, play a game noting the activities of various workers seen from the bus. In the museum, observe workers who contribute to the smooth functioning of the museum. Arrange for a guided tour at the museum. Back at school, encourage the children to apply this experience to their artwork by freely using their imaginations. Make pictures and books about art and artists available to them through the school library. Perhaps they can record on tape their perceptions of the workers they observed and their feelings about art. They also might vote to determine their favorite pictures studied at the museum. A print of it could be presented to the school.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

CARPENTRY: A LOFT

ART

INTERMEDIATE

CURRICULUM FOCUS:

1. Project construction using lumber, nails, screws, etc.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Lumber, nails, screws, hand tools, graph paper, resource person.

INSTRUCTIONAL PROCESS:

Discuss with children the idea that they construct a special quiet place in the room to use for individual or group study and other activities. Ask for the students' thoughts. Develop plans and designs. Guide the children in identifying some of the problems they might encounter.

Invite an architect, builder or carpenter to address the class on the basic principles involved in constructing a loft. If this person is willing, ask him/her to make a design for a simple loft and then discuss this drawing with the students. Ask the students to invite family members to help with the project.

Discuss the scientific principles related to building such as bracing, weight support, etc. Invite the children to create a workbook of math problems involved with construction. Help the students determine the materials and cost. Acquire whatever approvals and permission are needed to construct the loft. Schedule work periods so that adults are present to supervise the safety and efficiency of the students' construction work. The money for the project could be raised through a class project, the PTA, or ask your principal if there are funds for special projects like this.

When the project is finished, review with the children the stages of work and the teamwork involved; relate the tasks children performed to possible future careers.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

NEIGHBORHOOD CAREERS MURAL

ART	INTERMEDIATE
CURRICULUM FOCUS:	CAREER EDUCATION FOCUS: (DELLA Statement)
1. Drawing people in action. 2. Figure and field perception and drawing.	#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Wrapping paper (roll), paint, glue, colored chart, scissors, brushes, newspaper for working area.

INSTRUCTIONAL PROCESS:

Ask the children to make a mural or a bulletin board of their neighborhood. Each child will choose one worker (ex.- mailman, milkman, minister, policeman, plumber, painter, ambulance driver) and draw him in action. This could be done with different mediums such as tempera painting, crayon batik, water coloring, construction paper shapes, or paper maché.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

CRACKED CRAFT

ART

INTERMEDIATE

CURRICULUM FOCUS:

1. Children will be more aware of a variety of early crafts and the tools and materials needed for each

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Three half-hour periods

ESSENTIAL RESOURCES:
Pictures of craftmaking drawing paper, scissors

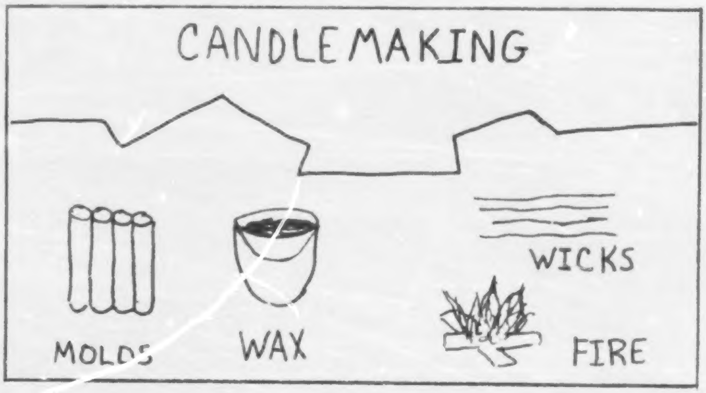
INSTRUCTIONAL PROCESS:

This activity can follow a visit to a craft show and/or a study of early crafts. Small groups of children choose a craft to study further. They research the different tools and materials needed to do their craft.

Pictures of these are drawn and labeled on the bottom two-thirds of a sheet of drawing paper. The name of the craft is written on the top one-third.

The paper is then cut apart with an irregular line making a puzzle. These are collected and shuffled.

The game, Cracked Craft, is then played. Each group of students is given the bottom of one craft picture and the top of another. Each group must find the section that matches theirs. The first group to find both matching sections wins, but the game is played until all pictures are matched.



GOD'S EYES-AMERICAN INDIAN ART EXPLORATION

ART

CURRICULUM FOCUS:

1. View, respond to, and interpret art made by others: American Indian
2. Select, wrap, and attach a variety of textile materials to each other in a controlled direction
3. Achieve harmony through limiting colors
4. Pay close attention to craftsmanship

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#23 Acquire vocabulary for describing the world of work
#32 Realize one's success in work is affected by one's attitude
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One--two class periods depending on complexity of project and student interest

ESSENTIAL RESOURCES:
Dowel rods, assorted yarns and strings, beads, feathers, Elmer's glue, scissors, name tags

INSTRUCTIONAL PROCESS:

1. Teacher-student discussion: What is wrapping? Why is it important? (decoratively and functionally) How did our American Indians use wrapping? How have we used their ideas? Do you like their art? Can you create something that looks like it was made by the Indians--the same style? What vocabulary words and skills must you know? How can you achieve harmony and craftsmanship?

2. Student participation independently: teacher help when needed. Have diagrams of techniques posted.

3. Student-teacher evaluation of the project? Did you like it? What would you keep the same/change if you didit again? Where can you find materials and other examples of this type of art.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate) Guidance Associates.

STENCIL RUBBINGS-AN ABSTRACT SHAPE EXPLORATION

ART

CURRICULUM FOCUS:

1. Develop and use a stencil.
2. Experiment with rubbing on different surfaces.
3. Develop good motor control, craftsmanship.
4. Achieve harmony by limiting colors, shapes.
5. Use lights and darks.
6. Overlap shapes.
7. Use framing.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance
#10 Develop a sensitivity toward and an acceptance of others
#23 Acquire vocabulary for describing the world of work
#47 Develop a receptivity for new ideas/exploration of new ideas
#65 Understand leisure time can provide some rewards of work

ESTIMATED CLASS TIME: One time period

ESSENTIAL RESOURCES:

Teacher examples: good and bad. Oaktag paper, scissors, crayons, pencils, rubbing surfaces, lightweight rubbing paper, framing paper, Elmer's glue.

INSTRUCTIONAL PROCESS:

1. Teacher-student introduction-discussion. What is a stencil? Rubbing? How are they used in our society? How can we use them in school? What variables must we consider? What will we use our pictures for?

2. Teacher demonstration of stencil creation, use, rubbing: lights and darks, color use, overlapping, framing.

3. Student independent participation: teacher help when needed.

4. Student-teacher discussion-evaluation at the end of the class. Did you like this process? How can you apply it to other things? Where can you find art supplies and other examples? How can you change this process or combine it with something else?

As supplementary resources use:

1. Videotape/film loop/slides of the process.
2. Pictures/slides of stencil-rubbing use in society.
3. Slide/examples of work done by other students.

Supplemental Resources: Career Discoveries: People Who Create Art. Four filmstrips with cassette. Shows learners the possibilities in a richly diverse world of work. Cost: $55 (estimate). Guidance Associates.

RHYTHM BAND

MUSIC

PRIMARY

CURRICULUM FOCUS:

1. Learning about music

CAREER EDUCATION FOCUS:
(DELLA Statement)

#11 Develop tolerance/flexibility in interpersonal relationships
#67 Develop skills in leisure time activities
#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Several class periods, depending on students' interest.

ESSENTIAL RESOURCES:
Glasses, knife, balloons, combs and tissue paper, sandpaper, blocks, sticks, spoons, tambourine--simple rhythm instruments or made-up ones.

INSTRUCTIONAL PROCESS:

Have students bring materials to class (as well as using items at hand) to use as rhythm instruments. (E.g. balloons rubbed together, glasses filled to different levels and tapped with a knife). Using simple tones, nursery rhymes, etc. get them involved in a band. Have children exchange instruments and try new ones, till they find one or two they like best.

Talk about the ways music comes into our lives (music in stores, background music on TV shows, concerts, records, etc.). Who plays this music? How did they learn to play? Why does one need a lot of patience to learn to play well? What are the usual conventional rhythm instruments?

TRIANGLE, CIRCLE, SQUARE

MUSIC

PRIMARY

CURRICULUM FOCUS:

1. Recognition of triangle, circle and square

CAREER EDUCATION FOCUS:
(DELLA Statement)

#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

Construction paper, scissors, straight edge, "Hap Palmer: record and songbook, Learning Basic Skills Through Music by Hap Palmer. Volume 1, Educational Activities, Inc.

INSTRUCTIONAL PROCESS:

Prior to the activity the children have had a rudimentary understanding of the concept of triangle, circle and square. Distribute a straight edge, 9 x 12 white paper and pencils to each child. Have them draw a triangle, a circle and a square on the paper. The circle can be drawn freehand or traced around an object such as a jar lid. Cut out the shapes. Have the children match their three shapes to those held by the teacher. Use the record Triangle, Circle, and Square to play shape recognition game suggested in the song.

As a follow-up ask the children to identify these shapes in their environment. Ask them to draw pictures composed of these shapes.

I CAN BE WHAT I WANNA' BE

MUSIC

CURRICULUM FOCUS:

1. Expanding career awareness.
2. Developing song lyrics to a well-known tune.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#23 Acquire vocabulary for describing the world of work
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME: 20-30 minutes

ESSENTIAL RESOURCES:
Guitar or piano accompaniment

INSTRUCTIONAL PROCESS:

Have children make up verses to the tune of "Three Blind Mice" by supplying names of careers and acting out the motions of that career. For example:

I am a farmer
I am a farmer
See me work or (see me plow)
See me work or (see me plant)
I can be what I wanna be
I am a farmer.

A different child can make up the verse each time the song is sung.

Also, the awareness and span of the (careers) jobs they choose will grow each time they do this activity.

I WANT TO BE THE POSTMAN

MUSIC

CURRICULUM FOCUS:

1. Postman's job
2. Skipping
3. Singing

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"

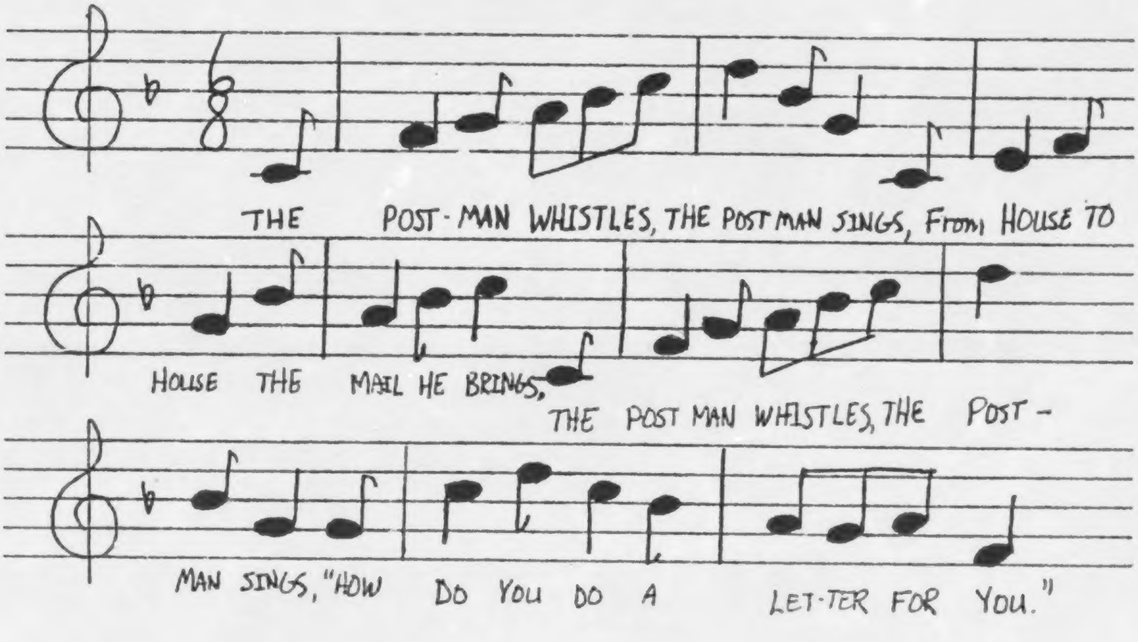
ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Postman's hat, bag, letters (can be made)

INSTRUCTIONAL PROCESS:

Talk about the postman (sometimes he is called the mailman.) What is his job? What material does he need to do his job? Take a trip to the post office or, if you live in a rural area have the postman stop at the school with his truck. Ask a postman for one of his old hats and let children play the game, "The Postman." The children take turns skipping around the room being the postman.

Song, "The Postman," A.B.C. Music Series, American Book Company.


THE POST-MAN WHISTLES, THE POST MAN SINGS, FROM HOUSE TO
HOUSE THE MAIL HE BRINGS,
THE POST MAN WHISTLES, THE POST-
MAN SINGS, "HOW DO YOU DO A LET-TER FOR YOU."

BIRD CALLS

MUSIC — PRIMARY

CURRICULUM FOCUS:

1. Make up a bird call unique to the individual; communicate with a bird call

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Tape recorder, record of bird calls

INSTRUCTIONAL PROCESS:

1. Bird symphony. Encourage children to think of their own bird call. Let them practice, softly, all together. Then listen to each one. Try imitating some of them. Tape record them if you can.

   Conduct a bird symphony by gesturing for everyone to "sing" interspersed with solos or duets, for contrast. The total effect is delightful and delicate in texture.

2. Contouring. On the blackboard, try drawing a bird call according to the way it sounded. Does it look appropriate? Listen again.

3. Bird improvisation. Choose a resident bird and a visiting bird. Send the visiting bird outside the room for a few moments while the resident bird decides if:

   1. he will frighten the other bird away from his territory,
   2. he will invite the bird to his best feeding area.

   Communicating only by their bird calls, they resolve their situation through sound and gesture.

BIRD MOVEMENTS

MUSIC

CURRICULUM FOCUS:

1. Move in a personally creative way to bird characteristics

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Manila drawing paper, crayons, paints, or markers, pictures of exotic or imaginary birds.

INSTRUCTIONAL PROCESS:

1. Bird walk. (This is most effective as a complement to a bird unit in progress in science.) Let children walk freely around the room as you tap on a tambourine. Be sure they stop and freeze when you stop the tambourine; be sure they do not talk; be sure they do not touch each other. Once these procedures are established, during a freeze call out "part of a bird, part of a bird." As hands go up, choose a response (beak, feathers, wings, claws) and improvise an appropriate sound as they move according to that bird part. Include jerky head and beak movements, walking with heels on and off the ground, and ruffling feathers. Between each segement, let them walk to the tambourine beat as they think about birds. (The tambourine is ideal because it can thump or shake.)

2. Original bird. Start them on a walk adding one bird part at a time. Encourage them to be different from each other. Are you heavy or light? Shy or pushy? Beautiful or awkward? Long-feathered or short? Hopping, spindly-legged, or waddling?

3. Draw your original bird. Provide children with large paper and crayons to visualize the bird they pretended to be. If possible, let them create costumes for their imaginary birds and have a parade.

NAMESOUNDS

MUSIC

PRIMARY

CURRICULUM FOCUS:

1. Improvise body sounds to your name

CAREER EDUCATION FOCUS: (DELLA Statement)

#03 Understand relationship: self characteristics/performance

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Open classroom space

INSTRUCTIONAL PROCESS:

1. Warmup. Students sit down in large circle on the floor. Explore body sound by tapping, thumping, and rubbing various parts of the body. Go around the circle to find as many sounds as possible, the group echoing each new sound.
2. Namesounding. With everyone standing up, one person says the name, adding body sounds to match at the same time, so that the name is literally choreographed. Others should echo as each name is performed. Continue around circle. Help them notice uses of loudness, softness, getting faster or slower.

If they have difficulty getting started, let them have a short time out to practice individually. Be sure the total atmosphere is congenial and supportive of all individual differences, for here the divergent idea is valued more than the borrowed one.

An alternative activity could be: With everyone standing, one person says their name, makes sound and orally identifies a part of the body. (name-sound-knee) The next person gives their name, a different sound and the corresponding part of body. Continue until all students have had a turn.

GETTING INSIDE A SLIDE

MUSIC

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Describe and move according to a projected slide.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: 1-2 class periods

ESSENTIAL RESOURCES:
Several handmade slides (bleach old slides and daub with glass stain), 35 mm projector, screen or sheet, darkened room, several records (orchestral) of contrasting moods, tambourine or other found sound (rubber wastebasket drum and crinkling paper)

INSTRUCTIONAL PROCESS:

1. Preparation: If possible, have students walk around room, without touching, to a steady beat. Be sure they freeze when you stop the beat. Establish high, medium, and low space to move in by asking them to do something strong in low space, something squirmy in middle space, something smooth and slow in high space. Keep them going. Help them involve their whole body with verbal directions such as hump your back into middle space, stretch out as far as you can in low space, etc. Insist on no talking and keep them intent on their movements. Use highly descriptive words; invent some new ones.

2. Project slide and ask for words to describe qualities. Choose the first three appropriate descriptions and let them get underneath the light beam, facing the slide, and gradually work their way into the picture, moving and matching the qualities in the slide. Add music.

If anyone steps "out of character" with the slide and sounds, remind them of their descriptive word, and continue. Plan to give everyone a turn.

SOUND GESTURES

MUSIC

CURRICULUM FOCUS:

1. Move according to a specific musical gesture

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Some open classroom space, sound sources such as maracas, cymbals, bells, wood block, triangle, etc.

INSTRUCTIONAL PROCESS:

1. Choose

Each student selects a sound and seats himself on the floor with the instrument. Perhaps one-half the class will wait their turn and observe the first time so it is not too crowded.

2. Move

One by one, each student makes a sound and the others react in movement, freezing when the sound is gone. Enthusiastic leadership by the teacher is helpful to get things rolling, once started, the students can continue themselves.

3. Evaluate

They might select a word that matched their gesture as a way of sharing insight into the quality of the gesture. Would they choose the same sound again? What is their favorite sound quality? Do they enjoy moving different ways?

COLONIAL MOVEMENTS

MUSIC

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Move and make sounds according to daily activities in the colonial period

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One-two periods

ESSENTIAL RESOURCES:
Open area in which to move, a record by Bach with a medium-fast tempo

INSTRUCTIONAL PROCESS:

1. Preparation. Give students turns to pantomime activities of Colonial America: spinning, kneading, chopping wood, dipping candles, churning butter, etc. After they have the idea, add record and encourage them to move in time to the record. Be sure everyone is involved, either alone, or in following a leader.
2. Group projects. The class should divide themselves in groups of three to five persons. Working together, they decide on an activity, body movements, and accompanying voice/body sounds. Practice.
3. Perform for each other. Discuss: Did the movements include detail? Was there more than one step performed? Did the sounds fit? Could you tell if the group had planned together?

MUSICAL SKILLS AND PROFESSIONS

MUSIC

INTERMEDIATE

CURRICULUM FOCUS:

1. Demonstrating performance skills
2. Relating basic skills in other fields

CAREER EDUCATION FOCUS:
(DELLA Statement)

#20 Develop basic attitudes needed for entry/success in a career
#32 Realize one's success in work is affected by one's attitudes
#37 Develop necessary educational/occupational competency
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: Three class periods

ESSENTIAL RESOURCES:
D.O.T.-Dictionary of Occupational Titles. O.O.H.-Occupational Outlook Handbook.

INSTRUCTIONAL PROCESS:

Activity One: Selecting students who play an instrument well enough to be in a band or orchestra, have each give a solo demonstration on their selected instruments. Then, ask the performers to play exactly the same selection on an instrument they never played before.

Activity Two: In class discussion, analyze the basic skills each musician has learned: scale, notes, positions. Note that everyone learns them. Why, then, knowing these basic skills, cannot they be transferred from one instrument to another without further skill development? What specialized training will be required? How may others be involved?

Activity Three: Using the resources, find out how many occupations are available to competent musicians. Invite musicians to visit the class and tell about training, effort, and related education they have experienced. (Interview sheet, Appendix)

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotape or film. Includes fifteen minute tape program and excellent teacher manual
Free from PA Dept. of Education or Intermediate Unit Instructional Materials Centers

The Valuing Approach to Career Education. (3-5 series) Five filmstrips with sound. Presents valuing as a pervasive process interwoven throughout activity.
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BE A MUSICOLOGIST!

MUSIC

CURRICULUM FOCUS:

1. As a musicologist, collect and interpret sound from other cultures

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#25 Understand how occupations relate to functions of society

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:

Tape recorder, Instruments typical of a particular culture: Spanish (guitar, maracas, claves, castanets, tambourine) Primitive (stones, shells, gourdes, logs) Japanese (tone bells for pentatonic scale, gong, bamboo wind chimes) Reference book: Alan Lomax-Folk Song Style, and Culture.

INSTRUCTIONAL PROCESS

1. Ask students if they can think of a song taught to them by a member of their family which was not written down. How do they learn most of their songs - T.V.? Radio? Records? School? Discuss the impact of the transistor radio and records on different cultures.

2. Select a volunteer musicologist. His job will be to make friends with a group from another culture, convince them to let their music be tape recorded, and find out the occasion for the music-making. Assume that the musicologist speaks a few words of the language. While the musicologist steps outside the room, five--six students choose sounds from a culture and determine the occasion (wedding, funeral, planting, or harvest, for example).

3. When the musicologist enters, the others improvise with the instruments, possibly chanting or singing. The musicologist does his best to accomplish the tasks. Establish a time limit, but the overall attitude should be one of patience.

4. Discuss. What happened? Was some information gathered? What personal qualities would be needed for this kind of work? Education? What types of reward would this kind of job have? Choose another group and continue.

SUPPLEMENTAL RESOURCES:

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LUMBERMAN'S LIFE

MUSIC

CURRICULUM FOCUS:

1. Folk music mirrors the lifestyles of lumbermen

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: 40 minutes

ESSENTIAL RESOURCES:
Lumbermen folk songs

INSTRUCTIONAL PROCESS:

1. Listen to several lumberman's folksongs.
2. Discuss and record facts learned about the lumberman's life and job from these folksongs.

This technique can also be used for the lifestyles of Negroes (spirituals), seamen (sea chanteys) railroadmen, cowboys, steelworkers, etc.

SUPPLEMENTAL RESOURCES:

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BICENTENNIAL BALLADS

MUSIC

CURRICULUM FOCUS:

1. Develop understanding of historical background of ballad through dramatic improvisation

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self-characteristics/performance

ESTIMATED CLASS TIME: Two periods

ESSENTIAL RESOURCES:

Narrative style songs, preferably with some historical background from school music textbooks or songbooks printed for the Bicentennial. Reference materials, such as an encyclopedia.

INSTRUCTIONAL PROCESS:

1. Motivate. Discuss the characters and the historical setting of the song. Sing each verse, stopping to ask questions, discuss new words, while keeping a soft accompaniment going. Learn the song together.

2. Set up a conflict. For instance, in the ballad Young Ladies in Town, the girl of homespun dress tries to convince the other to be of a similar patriotic attitude, rather than wearing London's latest fashions. Choose one "homespun" girl and one "calico" girl and see if the former can convince the latter to change. Help set the scene by asking where they are, and what they are doing.

3. Watch the improvisation. Let the argument run its course, but stop the action if it degenerates into a "yes, I will"-"no I won't" altercation, or if someone is genuinely stuck. Refer frequently to the song for additional reasons and new arguments.

4. As supplementary resources use: Visuals to illustrate lifestyle of another time and primary historical references, such as printed articles, supply lists, diaries, speeches.

SUPPLEMENTAL RESOURCES:

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MAGIC SQUARE

MUSIC

CURRICULUM FOCUS:

1. Duration and timbre
2. Arranging a sequence of sounds

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#49 Develop effective decision-making strategies and skills

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Magic Square drawn on large paper, at least 20" x 24" (attached example) Collected sounds such as shakers, railroad spikes, suspended cymbal, coconut shells, sand blocks, etc. Private area or tall storage cupboard.

INSTRUCTIONAL PROCESS:

Each player picks a 3" x 5" card, each of which reads:

Find a
continuous
sound

Find a
short
sound

Find a
vibrating
sound

The interaction and decision-making process begins here as they select sounds that match their task cards. Then they perform the Magic Square according to a route they have agreed upon, making sure all blank spaces are treated fairly as silences. After practice, usually 10 minutes, they should perform Magic Square for the class or a small group who tries to guess, by listening carefully, which route was taken.

Note: When used as a learning station, it is essential that it be introduced to the class as a whole at first, with one example worked in front of everyone.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
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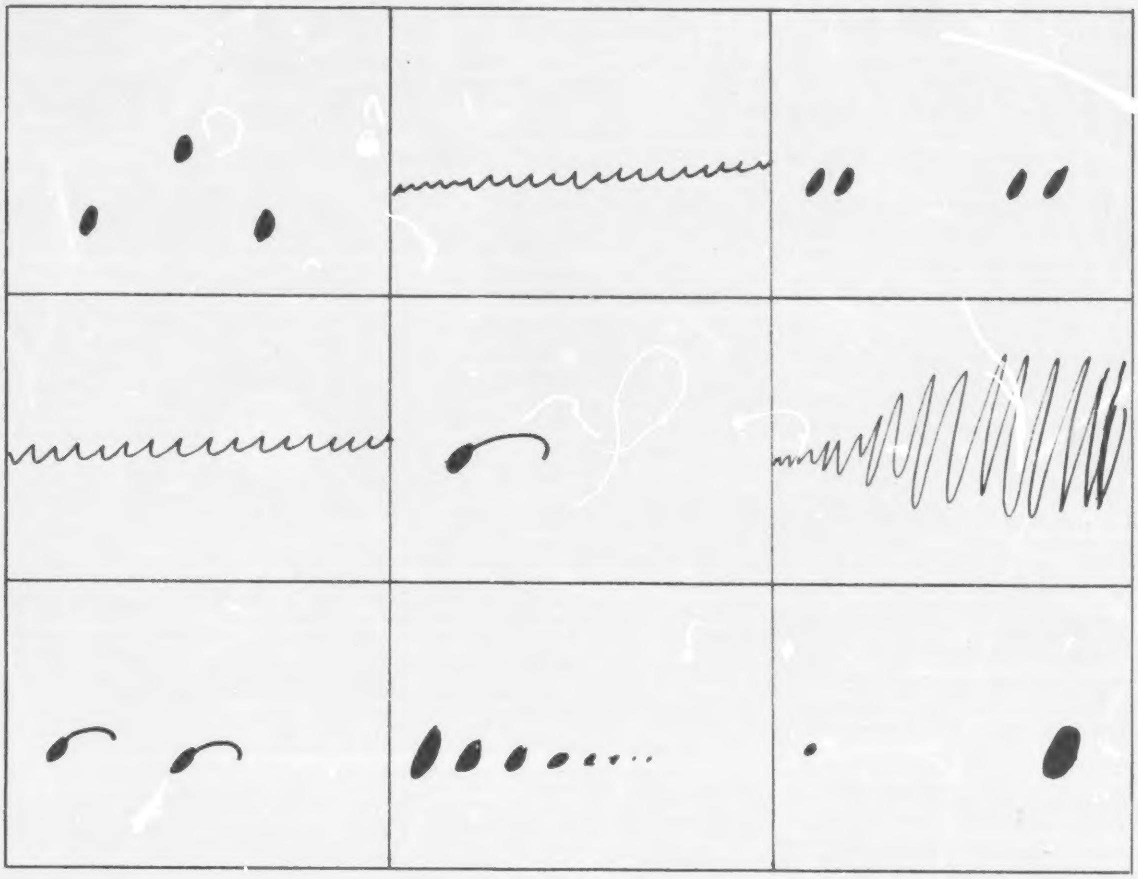
MAGIC SQUARE



● - Short Sound

〰〰〰 - Continuous Sound

⌒ - Vibrating Sound

WORD CANTATA

MUSIC

INTERMEDIATE

CURRICULUM FOCUS:

1. Perform a single word in a personally revealing way for its qualities and meaning.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

1. Preparation: Ask students to raise their hands as soon as they can think of a word to go with . . . "summer." Choose one and speak together several times. How can it be changed? Softer? Slower? Higher? Lower? Faster? Lazily? Repeated? Getting faster? Experiment with several words.

2. Conduct Cantata: Name a category-color, school, fish, metal, vegetable-(category can be applied to any subject area) and choose seven volunteers. Standing in a small semi-circle with the teacher as conductor, motion to individuals to perform on their word until a cut off is given. Try conducting a dialogue between two opposing words, try repeating a short series like an ostinato pattern, try their sounds all together, work toward a climax, end the composition clearly.

3. Talk about it: Which words seemed to fit together? Oppose each other? Whose word had the greatest range of pitch? The roughest sound? Did the word performance suit that person? Try more groups. Have fun!

As a supplementary resource you might want to use a recording of Fugue of the States, Toch.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
Free from PA Dept. of Education or Intermediate Unit Instructional Materials Center

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STONE AGE IMPROVISATIONS

MUSIC

INTERMEDIATE

CURRICULUM FOCUS:

1. Improvise by playing and listening sensitively to oneself and others

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Collection of sound sources appropriate to the Stone Age: shells, hollow logs, seeds and nuts, sticks, bow, baskets, gourds, etc. You may want to use: Rubbermat, called "skin", that resembles hide or a real animal skin. Slide, handmade or eerie, forest-like background. Tape recorder.

INSTRUCTIONAL PROCESS:

1. Prepare the environment. Lay the collected sound sources out on the skin. Talk about primitive music-making, lack of written music, oral traditions, rituals, serious nature related to magic or religion. Try out some of the sounds. How many different sounds can you find on one instrument?

2. Improvise. Five or six primitive tribesmen gather on the skin. One is designated as leader to start and stop the improvisation. The leader starts and the rest join in; their sounds may weave in and out; if someone starts a pattern others could add to it; if someone plays softly, others should be sensitive enough to join that idea; the most usual ending is a loud gesture of some kind.

   During the playing, the room should be darkened and the slide projected.

3. Talk about it. If you taped it, replay immediately. Ask if the players were sensitive to each other's sounds. Was there contrast in the texture? What type of ritual might the improvisation suggest?

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
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VOICE STORY IMPROVISATION

MUSIC

CURRICULUM FOCUS:

1. Develop self-confidence in the singing voice

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Tape recorder

INSTRUCTIONAL PROCESS:

Working with partners, students decide on and practice a voice sound. Their sounds must match or complement each other. As the teacher improvises a story line, such as "down in the ____________ there lived a __________," the students perform their voice effects for all nouns and verbs. Should their sound be very short, gesture for them to repeat it several times. Keep the story rather short, at first. Discuss what the sounds might represent.

If you tape record the sequence, play it back, stopping often to discuss qualities of sound and the resulting effect.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape proc
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I WONDER

MUSIC

INTERMEDIATE

CURRICULUM FOCUS:

1. Arrange sounds to match poem and slide.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#03 Understand relationship: self characteristics/performance

ESTIMATED CLASS TIME: One Week

ESSENTIAL RESOURCES:

Discarded 35 mm slide and pipecleaner per student, bleach--in several small containers, 4-6 jars, glass stain. Collected and acoustical sounds: tone bells, percussion sounds, xylophones, autoharps, etc. Reel to reel tape recorder and tape, slide projector, sheet or very large projection screen, newspapers, box of Q-Tips.

INSTRUCTIONAL PROCESS:

1. Write a list poem

Motivate students to think about things they truly wonder about. On a small piece of paper, have them write the words "I wonder' and the complete this sentence. Collect the students' sentences and read them aloud; the total effect being a cumulative or a list poem. (Keep them anonymous)

2. Making slides

Remove emulsion from an old slide by dipping Q-Tips in bleach and gently rubbing the slide. Using pipe cleaners, add glass stain drops for fresh colors, let colors mix randomly. Be sure that the students write their names on the cardboard margin of their slides. (Protect all areas, glass stain really stains!) Show slides (after drying 5-10 minutes) on a very large screen.

3. Evaluating

Return slides and a copy of the list poems to each student. Allow them to decide if their sentences "link-up" with each others. Some students may want to rewrite their sentences. This is a self-evaluation process.

4. Adding Sounds

List names of sounds on the blackboard. Make sure that they have had some opportunity to experiment with these sounds-perhaps they have collected some of them. Ask them to write down several sounds that will carry out their theme. Working in groups of 2, 3, or 4, allow a 5-minute practice period. Have them line up near the tape recorder when they are ready. Then each student speaks his "I Wonder" sentence, followed by the sounds as planned, into the tape recorder.

Remind them to make the sounds as descriptive as possible! Use loud, soft, crescendo volumes, etc. But ALL final composition decisions must be made by the students. If they ask for help, refer them to their working group for advice.

Deposit slides in tray to keep whole sequence in order.

5. Sit back and enjoy

Play back the tape and show the slides (they have learned to run the machines by now) on large screen, with students seated informally around the projection area.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
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SOUND PICTURES

MUSIC

INTERMEDIATE

CURRICULUM FOCUS:

1. Interpret a painting by using sounds.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#47 Develop a receptivity for new ideas/exploration of new ideas

ESTIMATED CLASS TIME: Variable

ESSENTIAL RESOURCES:
Collection of Impressionist art reproductions, large variety of sound sources, overhead projectors, large projection screen or sheet

INSTRUCTIONAL PROCESS:

This may be a learning station activity for groups of 3 or a class activity.

Discuss Impressionism and draw attention to the use of dabs of color and shimmering, vibrating qualities. Search the picture for things that suggest movement and therefore imply sound. Locate a few sample sounds for things found in the picture. Particularly note the time of day and its relationship to sound.

After choosing a painting, let each group practice their sound picture, the individuals planning and talking about what they'll use. Don't interfere or offer much advice, let them make their own decisions within their group.

If the whole class is working on sound pictures, take the time to project them on a large screen or sheet in a darkened room as they perform.

Evaluate each performance by asking the players to explain how each particular portion of the painting inspired their sounds. And take time to enjoy the reactions of responses of listeners.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
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MIRRORING

MUSIC

CURRICULUM FOCUS:

1. Develop sensitivity and concentration in developing a partner's movements.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:

Some open space in classroom, free from outside interference. Recording of Clair de Lune (Debussy) Moonlight Sonata (Beethoven) or other quietly flowing music. Projectors, slides, large screen or sheet.

INSTRUCTIONAL PROCESS:

Students choose partners, deciding on one who will begin as leader. Not all the class has to work at the same time. Facing each other, the leader begins to move slowly, with the partner mirroring each gesture. Keep moving several minutes, then change leaders. If done precisely enough, it becomes very difficult to discern the leader. This is an objective of the students.

Try standing in front of large slide projections, or colored circles of light, for heightened dramatic feeling, and add slow, flowing music.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
Free from PA Dept. of Education or Intermediate Unit Instructional Materials Center

The Valuing Approach to Career Education. (3-5 series) Five filmstrips with sound. Presents valuing as a pervasive process interwoven throughout activity.
$77.50 (estimate) Educational Achievement Corporation

Duke Ellington: King of Jazz. Book. A biography telling the stories behind his most famous songs.
$2.79 (estimate) Garrard Publishing Co.

WHALES

MUSIC

CURRICULUM FOCUS:

1. Moving without using the sense of sight.
2. Experiencing loneliness and displacement.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:

Record of whale sounds or Whales and Nightingales, Judy Collins (recording on Elecktra), pictures of whales, Making Music Your Own, Silver Burdett "Adieu to my Comrades"

INSTRUCTIONAL PROCESS:

After discussing whales and their plight as a species, listen to whale sounds and practice duplicating them. Darken the room to simulate ocean depths. Blindfold eight volunteers and have eight others turn them around and disperse them to different parts of the room. (Don't remove all obstacles). The task of the blindfold "whales" is to make enough whale sounds that they locate each other and form a herd.

Discuss their reactions, including how much they depend on their sense of sight.

With another group, have a few onlookers simulate distant ship motors and underground explosives; did the sounds confuse the whale gathering? Discuss implications.

Be sure all observers are "frozen" while the whale herd is forming. Most students want to try this one again. A few may not be willing to take the risk of sightless movement.

Discuss feelings about or experienced during this exercise.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
Free from PA Dept. of Education or Intermediate Unit Instructional Materials Centers.

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$77.50 (estimate) Educational Achievement Corporation

MUSIC MACHINE

MUSIC

CURRICULUM FOCUS:

1. Organizing a sequence of sounds; making decisions in a small group.

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#44 Recognize that decision-making involves some risk-taking.

ESTIMATED CLASS TIME: One week

ESSENTIAL RESOURCES:
Sturdy music stand, easel or other framework, variety of sounds-at least eight, wire, string, tape

INSTRUCTIONAL PROCESS:

1. Introduce the learning station to the class as a whole, and work out an example for all to see.

   Instructions should be posted:

   1. Add sounds to the "music machine" by using tape, wire, string, or by balancing.
   2. Plan a composition with:
      A beginning (make it interesting)
      A middle (at least one minute long)
      An end (should be final sounding)
   3. Practice for about 15-20 minutes.
   4. Perform the composition for the class.

2. Help evaluate by asking these questions:

   Was there evidence of planning?
   Did they develop non-verbal communication to start and stop?
   Did they listen carefully to each other?
   Were their sounds balanced or not?
   Which part was the beginning? The middle? The end?

   If few of these criteria were met, the performance should be repeated-or sent back to the practice area if there is time.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
Free from PA Dept. of Education or Intermediate Unit Instructional Materials Centers

The Valuing Approach to Career Education. (3-5 series) Five filmstrips with sound. Presents valuing as a pervasive process interwoven throughout activity
$77.50 (estimate) Educational Achievement Corporation

ADDING MUSIC TO POETRY

MUSIC

INTERMEDIATE

CURRICULUM FOCUS:

1. Recite poem and/or add sounds according to personal interpretation.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept

ESTIMATED CLASS TIME: One or two class periods

ESSENTIAL RESOURCES:

One or more poems, selected for their rhythmic or sound possibilities, attractively displayed. Various percussion instruments or found sounds.

INSTRUCTIONAL PROCESS:

This activity could be used in a learning station for 2-3 students.

Read the selected poem aloud; ask if someone could find or make an appropriate sound at the end of the first line, and so on. Work out a short poem in class. Encourage students to do the soundmaking at the end of each line rather than concurrently with the speaker, so the speaker can be clearly understood. Look for descriptive elements in the poem (including silence) or rhythmic patterns to echo. Ask if there should be any change in the speed or volume.

After the example has been done with the class, give the 2 or 3 students 10-20 minutes to work on a different poem. One of the students will have to be the reader. Have them perform for the class after they have practiced.

SUPPLEMENTAL RESOURCES:

Bread and Butterflies. Videotapes or film. Includes fifteen minute tape program and excellent teacher manual
Free from PA Dept. of Education or Intermediate Unit Instructional Materials Centers.

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INTERPRETIVE DANCING

PHYSICAL EDUCATION

PRIMARY

CURRICULUM FOCUS:

1. Creative dancing
2. Dance as a form of communication

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Record player, records

INSTRUCTIONAL PROCESS:

Ask several children to pantomime activities typical of the workers they have seen in their neighborhood. For example, a carpenter builds with a hammer and saw, a policeman directs traffic with a whistle and his hands, etc. Play a familiar musical recording and ask the children to set their pantomimes to the music. Create a dance with the pantomimes. Signal changes in steps by calling out the occupations. Let the children take turns being leader by calling out the occupations and intiatating the change in dance steps. After the children have learned how to mime dances, have the class divide into two small groups to develop "mystery" dances. For example, one group might portray the activities of all the persons involved in fighting a fire. After each group presents a "mystery" dance, have the class guess what was happening and name the occupations that were demonstrated. Have a group discussion about the many ways in which people contribute to society and the rewards they might get from their work.

KEEPING FIT

PHYSICAL EDUCATION

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. To develop a personal system of physical exercising

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#56 Recognize that society needs labors of all its people
#63 Understand differences between leisure time and idleness

ESTIMATED CLASS TIME: Continuous small periods throughout school year

ESSENTIAL RESOURCES:
Classroom space

INSTRUCTIONAL PROCESS:

Through interviews with working adults, plus personal knowledge already available, students will contribute to a class list of occupations that require some special physical ability (examples: agility: firemen who climb ladders; carpenters, professional athletes, bricklayers, plumbers, etc. who must be dexterous in their work.)

With the help of the physical education instructor and the students, the teacher will set up a 10 or 15-minute program of exercises which can be carried out by the whole class in the classroom every day without the inconvenience of moving furniture. These activities can include arm flings, neck stretches, toe touches, high marching steps, running in place, etc.

Attention should be paid to advantages of exercises in improving health, in learning how to use leisure time in a worthwhile manner, and to realize the pleasure of keeping one's body in shape for now and in the future.

TOOLS OF THE TRADE

PHYSICAL EDUCATION

PRIMARY

CURRICULUM FOCUS:

1. Playing circle games
2. Developing running skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#29 Recognize materials/ processes/tools of occupational clusters

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

The players are in a circle with one player outside the circle and a second player inside the circle. The first player says, "I am a doctor" (or any other occupation). The second player thinks of a tool of that occupation and says,"I am a stethoscope" (or another appropriate response). First player: "I'll catch you." Second player" "No, you can't," The first player chases the second player by letting him in and out of the circle, but trys to hinder the first player. When the second player is caught, both players choose others to take their places.

CROSSING THE BROOK

PHYSICAL EDUCATION

PRIMARY

CURRICULUM FOCUS:

1. Increase child's skills in broad jumping
2. Knowledge of professions that utilize this skill

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
- Chalk or tape

INSTRUCTIONAL PROCESS:

Engage the class in a discussion about jobs that require jumping. Ask them to assist you in making a list. Help them modify this list to range from the simplest to hardest. For example: circus clown, dog catcher, ski instructor, tennis player, gym teacher, soldier, marine, basketball player, ice skater, ballet dancer.

Place two lines on the ground or floor using masking tape or chalk to represent the brook. Distance in jumping is increased by widening the brook. Before a child leaps the brook he says, "I'm a ________________." Use the above list of jumping professions which is listed according to the agility required. A new profession is used with each increase of the width of the brook. Anyone missing the jump is sent home (back to his place) to pretend to change his wet shoes and socks. After this he enters the game again and tries to jump. Not every child will be able to achieve the highest title, but all should be encouraged and praised to keep at it and do their best.

WORKERS AND THE STORM

PHYSICAL EDUCATION

PRIMARY

CURRICULUM FOCUS:

1. Learning to play a tag game
2. Describing, making inferences
3. Asking questions

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations

ESTIMATED CLASS TIME: One class period

ESSENTIAL RESOURCES:
Goal line marker-tape, chalk, etc.

INSTRUCTIONAL PROCESS:

Divide the children into two groups. One group, the Workers, decide on a career and the other group, the Storm, tries to guess the career chosen. Both groups line up across the center of the playing space, facing each other. The group which is guessing, the Storm, may ask any question that can be answered by "yes" or "no". Immediately upon guessing the career, the Storm chases the Workers. The Workers are safe only when they reach the goal line at the opposite end of the play area. Anyone who is tagged before reaching the goal line must join the side that tagged them. The game continues until there is one person left in the Worker's group.

One child in the Worker group should be selected to answer all questions asked by the Storm. If the Storm is unsuccessful in guessing the career, the teacher may help by asking leading questions. Encourage the children to ask questions that will give them clues:

1. "Do you wear a special uniform?"
2. "Do you work outdoors?"
3. "Do you use big machinery?", etc.

BADWEATHERGAME

PHYSICAL EDUCATION

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Professional games versus amateur games.
2. Development of eye-hand, motor coordination.
3. Familiarization with scoring techniques.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#67 Develop skills in leisure time activities
#66 Develop positive attitudes toward value of leisure time
#63 Understand difference between leisure time and idleness

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Balloon, badminton rackets

INSTRUCTIONAL PROCESS

When weather conditions do not permit, an adapted game of indoor badminton may be played. Using regular badminton rackets and a balloon, a game of badminton may be played by hitting the balloon over a row of desks (the net).

A discussion may be held on the following:

1. Correct scoring of the game.
2. The skills needed to play the game.
3. Games similar to badminton.
4. The difference between games being played as a leisure time activity as compared to a professional sport.

HI - HO

PHYSICAL EDUCATION

CURRICULUM FOCUS:

1. Creative movement and rhythmic exercises

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/ qualifications of occupations
#28 Understand relationship: occupational role/life style
#29 Recognize materials/ processes/tools of occupational clusters

ESTIMATED CLASS TIME: One period per occupational cluster

ESSENTIAL RESOURCES:
Record player, Walt Disney record from "Snow White"

INSTRUCTIONAL PROCESS:

Have class line up along one side of the gym with right shoulders touching the wall. As the song "Hi - Ho" is played the class moves in follow-the-leader fashion around the perimeter of the gym. They are encouraged to demonstrate different ways of "going" to work (ex.--skip, crawl, slide,...) The teacher verbally praises them for creative ideas. About mid-way through the song the teacher gives each child a "job assignment." Use about six different jobs with four or five children sharing the same job. One job assignment might be loading wheelbarrels and pushing them to a specific point. The jobs could be written on oak tag and worn around the neck as a necklace. Each child would go to a previously appointed spot on the gym floor according to the number which appears on his name tag. [record plays continuously and teacher praises those who move to the rhythm].

MINING

Play record continously and praise students who move to the rythm of the music.

Position #1 JOB - DIGGING

1. Children use imaginary picks.
2. Children are encouraged to use "trunk twisting" and "toe touching" exercises to depict their excavating.
3. They pick up the broken stones and use a swinging motion in a bucket brigade style to transport the stones to position #2.

Position #2 JOB - LOADING WHEELBARROWS

1. Children pick up imaginary stones, skip to their "wheelbarrows" and load them in the "wheelbarrows" which are children with hands

on floor and someone holding up their feet so their backs resemble wheelbarrows.

2. Push wheelbarrows to Position #3

Position #3 JOB - WEIGHING AND SORTING

1. Children unload "wheelbarrows" and use an "arm swing" or "windmill" exercise to depict scales.
2. Children sort the rocks by hopping to the reject pile or rolling to the pile of good rocks.

Position #4 JOB - LOADING DONKEYS

1. Children bounce balls to "donkeys" which are classmates in a crawling position.
2. Donkeys must crawl to position #5 holding a ball between their legs or under an arm.

Position #5 JOB - LOADING TRUCKS

1. Each student holds a ball and all of them roll together as a large truck to the position #6, the boat dock.

Position #6 JOB - LOADING BOATS

1. Each child sits on his rear with a ball between his/her stomach and thighs. They use a rowing motion and pull back with their feet, sliding across the floor.
2. Teacher returns balls to position #4.

This activity could be adapted to any job cluster with the "elf" role still used. An "Eager Elf" medal could be awarded to the best crew at the end of the period.

APPLICATION OF PHYSICAL SKILLS

PHYSICAL EDUCATION

CURRICULUM FOCUS:

1. Development of skills in physical education
2. Application of physical education skills
3. Use of physical education apparatus and equipment

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a career
#66 Develop positive attitudes toward value of leisure time

ESTIMATED CLASS TIME: Three to four class periods

ESSENTIAL RESOURCES:
Available physical education equipment, i.e. mats, jump rope, basketball and hoop, climbing ropes, balance beams, etc. Ladder, chairs, poster cards, marking pens. Dictionary of Occupational Titles

INSTRUCTIONAL PROCESS:

The students design an "obstacle course" which incorporates physical education skills, planning skills, ingenuity; shows education related to careers and may involve the entire school or one class.

The students will become involved in the design, construction and operation of a career-related "obstacle course," The first step is to develop a chart which relates occupations to a physical activity taught in the physical education programs. To illustrate:

Obstacle Course Item	Related Occupation
Rope climb	Telephone lineman
Balance beam	Steel construction worker
Basketball	Coach
Tumbling	Parachutist

When the chart has been developed as far as possible, the information should be used to design a physical education "obstacle course." At each obstacle there will be a card or sign explaining the skills to be demonstrated, the minimum requirements and a brief explanation (and illustration) of the corresponding career. A point scoring system can be developed so that participants can measure themselves. Score sheets can be made available for the participants.

This activity might be for a class, or it may become a school-wide activity. For additional suggestions refer students to the President's Physical Fitness Program; professional sports. Also have students note the growing interest in golf, hockey, tennis and volleyball.

IMPROVING BASIC PHYSICAL SKILLS

PHYSICAL EDUCATION/LANGUAGE ARTS

INTERMEDIATE

CURRICULUM FOCUS:

1. Adaptability of skills
2. Practicing writing skills

CAREER EDUCATION FOCUS:
(DELLA Statement)

#14 Understand interrelationship between education and work
#17 Recognize role of education in career and life goals

ESTIMATED CLASS TIME: Two Phys. Ed. periods. One Language Arts period.

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Session One: From records of earlier Phys. Ed. achievements the students match or better their efforts. They see that continued practice and greater effort bring improved achievement. They should have opportunities to try this in other events or sports for a few weeks to see that it is applicable in other fields.

Session Two: Using session one (or several sessions) have the students identify the ways in which they adapted skills to other uses. Introduce a new task. Then have the students indicate to other students (by a chart, etc.) what they have achieved.

Session Three: In Language Arts class the students may write an autobiographical sketch to describe personal adjustments made in the Physical Education Program.

SUPPLEMENTAL RESOURCES:

Drugs: A Trick--A Trap. Five filmstrips with cassettes and guide. Facts presented in context that elementary students can understand.
$68.00 (estimate) Encyclopedia Britannica Education Corporation

Education: Who Needs It? Set 1: Filmstrips and teacher's guide. Making the subject relevant to student interests.
$100.00 (estimate) Counselor Film, Inc.

CAREERS MAZE

PHYSICAL EDUCATION

CURRICULUM FOCUS:

1. Development of psychomotor skills by running, hopping, jumping, skipping, crawling, etc.
2. Ability to follow written directions

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#26 Determine characteristics/qualifications of occupations
#27 Understand process of developing a career
#40 Apply vocabulary of career exploration to decision making.

ESTIMATED CLASS TIME: 45 minutes--one hour

ESSENTIAL RESOURCES:

A physical maze in a large room with hurdles, tires to crawl through, and other physical obstacles. Index cards with prepared written instructions.

INSTRUCTIONAL PROCESS:

The students will progress through the maze by reading a card found at one of the stations (a tire, hurdle, etc.) and then by proceeding to the next physical obstacle in the manner stated on the card. Each card also includes a statement about career development. An example of a typical card sequence might include the following:

> You have graduated from high school.
> Run to Station #1 (the high jump).
> There you will decide if you want to
> go to college or start work immediately.

The next station might include the following:

> Choose a card from Pile A if you go
> to college. Choose a card from
> Pile B if you decide to work.

The complexity of the directions would vary with the level of students.

SUPPLEMENTAL RESOURCES:

Drugs: A Trick--A Trap. Five filmstrips with cassettes and guide. Facts presented in context that elementary students can understand.
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ATHLETES' BIOGRAPHIES

PHYSICAL EDUCATION

INTERMEDIATE

CURRICULUM FOCUS:

1. Research information about various professional athletes

CARREER EDUCATION FOCUS:
(DELLA Statement)

#54 Understand the relationship between occupational roles/personal economics/life styles
#62 Develop vocabulary to differentiate leisure time activities

ESTIMATED CLASS TIME: One class session - several sessions of independent time

ESSENTIAL RESOURCES:
Newspapers, magazines, biographical studies, television, Who's Who In America.

INSTRUCTIONAL PROCESS:

Together pupils and teachers develop an outline concerning the non-athletic life of a professional athlete. Include information such as: Hometown, family, other business interests, and hobbies. Each pupil chooses an athlete.

Pupils use various sources to fill in the outline, perhaps even writing to the athlete for information. Pupils present the information orally to the rest of the class.

SUPPLEMENTAL RESOURCES:

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$100.00 (estimate) Counselor Film, Inc.

TIME OUT

PHYSICAL EDUCATION

CURRICULUM FOCUS:

1. To use sports pages to employ math techniques
2. To investigate possible career opportunities in sports areas

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#67 Develop skills in leisure time activities

ESTIMATED CLASS TIME: One class period and free time at learning centers

ESSENTIAL RESOURCES:
Sports pages of local and national papers, instructor of physical education as a guest speaker

INSTRUCTIONAL PROCESS:

The class will investigate all the possible career opportunities open in the field of sports. Books, encyclopedia, magazines, etc. should be available for research.

Since sports statistics are a vital part of the sports picture, a learning center can be set up entitled, "Time Out" for students to explore during free time. This could be changed as different sports are in season (football, soccer, tennis, basketball, hockey, baseball, etc.). The teacher would make available all information (box scores, major league averages, etc.) so that students could compute averages, percentages, or could graph the progress of their favorite team in its league. The vocabulary of the different sports should be a part of this whole learning process. In the "News of the Day" discussions for the whole class, favorite teams' standings could be compared.

SUPPLEMENTAL RESOURCES:

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SCAVENGER HUNT

PHYSICAL EDUCATION

INTERMEDIATE

CURRICULUM FOCUS:

1. Scavenger hunt

CAREER EDUCATION FOCUS:
(DELLA Statement)

#29 Recognize materials/processes/tools of occupational clusters

ESTIMATED CLASS TIME: Two class periods, about one week apart

ESSENTIAL RESOURCES:
Lists of occupations

INSTRUCTIONAL PROCESS:

Have a Scavenger Hunt. A list of various occupations should be made up by the class, or the teacher may give out a prepared list of occupations. The object of the game is for each child to find one article that would be associated with each occupation on his list. For example: mailman--letter, barber--scissors, etc. This scavenger hunt takes place at home. The child may go to different homes in the community to find his objects. The child who brings in the most objects would be the winner.

SUPPLEMENTAL RESOURCES:

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GAME - CAREER BALL

PHYSICAL EDUCATION

INTERMEDIATE

CURRICULUM FOCUS:

1. Practice in throwing a ball.
2. Practice in catching a ball.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Ball

INSTRUCTIONAL PROCESS:

Divide the children into groups of six to ten players, with a child or the teacher as the leader of each group. The leader faces the others who form a line about eight feet away. When the name of an occupation is called, the leader throws the ball to the person at the head of the line. Before the player returns the ball, he/she must name another occupation beginning with the same sound. The leader repeats this procedure, with each player down the line. If the teacher or leader misses, they change places with the person who threw the ball.

SUPPLEMENTAL RESOURCES:

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INDEX OF TITLES

GUIDANCE

PRIMARY

SEE IT LIKE IT IS! 394
FAIRNESS 395
THIS IS THE WAY WE HANG OUR FEELINGS 396
CONSULTING TEACHERS ON CAREER EDUCATION RESOURCES. 397
I CAN BE WHAT I WANNA BE 398
ME-THE PACKAGE YOU SEE PART I 399
ME-THE PACKAGE YOU SEE PART II. 400
ME-THE PACKAGE YOU SEE PART III 402
ME-THE PACKAGE YOU SEE PART IV. 403

PRIMARY/INTERMEDIATE

TO CHANGE IS NATURAL 404
YOU--YOU'RE THE ONE. 405
I'M ALWAYS ME. 406
YOU ARE SPECIAL. 407
MIRROR, MIRROR ON THE WALL 408
SUCCESSFUL CAREER EDUCATION FIELD TRIPS. 409
BE AN EYEWITNESS 410
PLEASE MR. POSTMAN. 411
OH, YOU'VE GOT TO HAVE FRIENDS 412
CAREER CLUSTERS. 413
MIX N' MATCH 414
HURRAH! THE WINNING GOAL. 415

INTERMEDIATE

TWENTY THINGS I LIKE TO DO 416
SELF-PORTRAIT. 419
DOES THE SHOE FIT? 420
ONE FOR THE MONEY??? 421
A,B,C's OF CAREERS 422
LOOK HOW I'M ACTING. 423

SEE IT LIKE IT IS!

GUIDANCE

PRIMARY

CURRICULUM FOCUS:

1. Develop observation skills.
2. Individual differences.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Mirrors (large size preferable), papers and pencils

INSTRUCTIONAL PROCESS:

1. Have children observe their image carefully in a mirror and then sketch a picture of themselves. Have them record three words that describe their physical characteristics. (i.e. Brown hair, tall, freckles, etc.).

2. Have the children get together with a partner and exchange papers. Their partner must then choose and record three characteristics that are unobservable ("can't be seen in a mirror"). (i.e. Friendy, helpful, quiet, etc.). When the papers are returned, partners can explain why those words were chosen.

3. A discussion follow-up could help point out the uniqueness of each student.

FAIRNESS

GUIDANCE

PRIMARY

CURRICULUM FOCUS:

1. Concept of fairness
2. Solving problems

CAREER EDUCATION FOCUS:
(DELLA Statement)

#05 Recognize relationship: self-characteristics/decision-making
#06 Understand and use the concept "role"

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:

Focus on Self Development I-Unit M, p. 97 in manual, (Science Research Associates). Filmstrip-"It's Not Fair!" (Guidance Associates)

INSTRUCTIONAL PROCESS:

For one week prior to the introduction of Unit M, keep a log of problems that have been referred to you. Discuss this log with the class and introduce the concept of "Problem-Solving." To do this follow the suggestions in the manual.

As a follow-up, role-play a situation involving problem-solving. (Example-a brother and sister want to watch different TV shows at the same time. The parent tries to help solve this problem).

Use the filmstrip It's Not Fair. Discuss fairness when problem-solving.

THIS IS THE WAY WE HANG OUR FEELINGS....

GUIDANCE

CURRICULUM FOCUS:

1. Personal interests
2. Personal strengths
3. Personal feelings

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

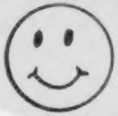
#09 Recognize that development of self is constantly changing
#10 Develop a sensitivity toward and an acceptance of others
#08 Develop a positive self-concept
#12 Develop the necessary socialization skills

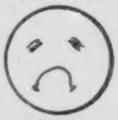
ESTIMATED CLASS TIME: 20--30 minutes

ESSENTIAL RESOURCES:

Large continuum--thermometer about six feet long numbered from one to ten.

Large faces made of colored paper.


HAPPY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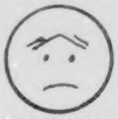
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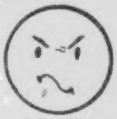
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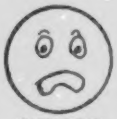
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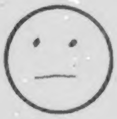
BLAH

INSTRUCTIONAL PROCESS:

Stick the large thermometer up on the wall. Choose five students and give each a clothespin to mark the place of their choice. Ask questions such as: How do you feel...when a friend calls you a name...when you come to school...when you work with a partner... when you work alone...when someone gives you orders (bossy)...when you can be boss of others...when a job is completed...when you have to make quick choices or decisions,etc. Have students put up their clothespin to mark their feelings then briefly explain their choices. (questions can be invented to discuss friendship situations, or skills, work habits, personal interests, etc.)

Continue this activity again until all students have a chance to mark their feelings on the thermometer.

CONSULTING TEACHERS ON CAREER EDUCATION RESOURCES

GUIDANCE

CURRICULUM FOCUS:

1. Using Career Education resources
2. Serving as a resource specialist and guide

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/ qualifications of occupations

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Career education materials

INSTRUCTIONAL PROCESS:

Collect as many samples of Career Education resource materials as you can from both commercial and private sources. Focus especially on workbook types of materials that can readily be integrated into each teacher's subject matter.

Offer these materials to the teachers in appropriate ways. Place announcements on the teachers' bulletin board or on their daily announcement sheets or display the materials in the teachers' lounge. Show and explain the use of these materials at faculty meetings. Especially make teachers aware of the material during requisitioning time. Offer these materials to individual teachers as you become aware of their interests and needs. Offer to meet with specific departments where specific suggestions for use can be made.

This activity would need to be an ongoing effort each year. As teachers respond, use reports of their successful efforts to increase the use of these materials.

I CAN BE WHAT I WANNA' BE

GUIDANCE

CURRICULUM FOCUS:

1. Expanding career awareness.
2. Developing song lyrics to a well-known tune.

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#23 Acquire vocabulary for describing the world of work
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME: 20-30 minutes

ESSENTIAL RESOURCES:
Guitar or piano accompaniment

INSTRUCTIONAL PROCESS:

Have children make up verses to the tune of "Three Blind Mice" by supplying names of careers and acting out the motions of that career. For example:

I am a farmer
I am a farmer
See me work or (see me plow)
See me work or (see me plant)
I can be what I wanna be
I am a farmer.

A different child can make up the verse each time the song is sung.

Also, the awareness and span of the (careers) jobs they choose will grow each time they do this activity.

"ME-THE PACKAGE YOU SEE" PART I

GUIDANCE

CURRICULUM FOCUS:

1. Body awareness of physical self, motor skills, and listening skills

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#1 Develop vocabulary of self-characteristics

ESTIMATED CLASS TIME: 15 minutes

ESSENTIAL RESOURCES:
List of body parts for counselor's reference

INSTRUCTIONAL PROCESS:

Using the format of "Simon-Says"
Simon says put you hands on your:

head
shoulders
elbows
wrists
waist
hips
thighs
knees
shins
ankles
heels
feet
toes
chest
neck
ears
eyes
nose
chin
mouth

Counselor will demonstrate these steps in front of the children during the game. The counselor can also evaluate each student during the game.

"ME-THE PACKAGE YOU SEE" PART II

GUIDANCE

PRIMARY

CURRICULUM FOCUS:

1. Awareness of one's physical characteristics.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Nine weeks-at least 45 minutes once a week

ESSENTIAL RESOURCES:
FOCUS on Self-Level I (SRA) story "Cindy and the Elf," DUSO I (A.G.S.) second story "The Red and White Checkered Blue-Bird," at least one full length mirror, enough brown paper to do a body length of each child in the room, white art paper, crayons or paint. Plenty of paper, meter stick or yardstick, scale, scissors, Mr. Roger's record about the giraffe with a short neck. Camera and film (lots).

INSTRUCTIONAL PROCESS:

Session one: Introduction: Read the story "Cindy and the Elf." Discuss with students questions about the story. Take time to have each child look in the mirror to see hair, eye, and skin color. Line children up according to height. Then regroup children according to hair color, eye color, and skin tones.

Session two: Provide a short retelling of "Cindy and the Elf." Hand out brown paper so that children can trace one another, head-to-toe, with counselor supervision. Have children cut out their outlines and color in hair color, eye color, as well as the clothes they have on. Put the figures up around the room and have the children guess who's form is who's. Put a plaque under the form with the child's name on it.

Session three: Read the story "The Red and White Checkered Blue-Bird" from the DUSO kit. Use the introduction song "Hey, DUSO" and the "I'm Glad that I'm Me" (song and poster for Unit I) followed by the discussion at the end of the story. Pass out white paper for the children to draw a picture of themselves to put up on a bulletin board called "I'm the Only Me." (The teacher may want to keep pictures to compare at the end of the year).

Session four: Play the song "I'm Glad that I'm Me" and help the children learn the words. Then have a sing along. Introduction to the activity: Today we will be making a book all about you. Children will take three or four full sheets of art paper, fold them in half, and pick their favorite color art paper for the cover. The counselor will staple the book for each child or help the children staple their own. Place each child's picture on the front of his/her book. Discuss possibilities of what to put on pages of book. Books may represent the child in different activities, at different ages, alone, with family at home, in school with friends, sometimes I'm happy, sometimes I'm sad (representative situations). Note: Do not finish the book in one session.

Session five: Continue Book About Me. Have some children go back to the mirror to draw eyes (near accurate color). Have some children measuring each other with supervision. Have other children weighing each other on a scale. Make a large chart with name, height and weight for each child. Help them put this information in their book. Have children rotate to all stations until they have all the information. Once the chart is complete help the children rank each other from the tallest to the shortest and heaviest to lightest and put their ranking in their book.

"ME - THE PACKAGE YOU SEE" PART III

GUIDANCE

CURRICULUM FOCUS:

1. Awareness of physical characteristics

PRIMARY

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#04 Understand that personal characteristics can be changed.

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Baby pictures of the students, art paper and crayons

INSTRUCTIONAL PROCESS:

Ask the students to bring in baby pictures of themselves from home.

As the children bring in baby pictures place them on a bulletin board so children can guess who is who. Begin the session with five children in the front of the room with their baby pictures (mixed-up). Have a child come up and put the pictures with the child he thinks it belongs. The child receives points for how many he gets right. Without giving all the right answers let another child come up and try. Do this until all have their own baby pictures, then bring up the next set of five. After all the children in the room have their own baby picture back, have them place it in their Book About Me.

Follow up with a discussion on how we change over time. If time allows have them draw a picture of how they think they will look when they "grow-up."

"ME - THE PACKAGE YOU SEE" PART I
MEET ME AT THE FAIR

GUIDANCE

PRIMARY

CURRICULUM FOCUS:

1. Body Awareness
2. Physical self

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: 45 minutes

ESSENTIAL RESOURCES:
Mirror, play phone

INSTRUCTIONAL PROCESS:

Introduction to activity:

"Today children we are going to pretend that we are going to meet someone at the fair. You have called on the phone and asked to meet an aunt at the fair. The only problem is that your aunt has not seen you since you were a little baby. You will have to tell her exactly how you look so she will be able to find you. As you talk to her you may look in the mirror to see how you look," (give each child an opportunity to use the play phone and mirror.)

For an evaluation of self-awareness the counselor can use a check sheet for each child to see how much information the child gives (prompted and unprompted).

TO CHANGE IS NATURAL

GUIDANCE

CURRICULUM FOCUS:

1. Self-awareness

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#09 Recognize that development of self is constantly changing
#35 Be aware of the value of acquiring marketable skills
#36 Aware of own multipotentiality as to marketable skills
#55 Recognize role of work in economic independence

ESTIMATED CLASS TIME: 30 minutes for each unit

ESSENTIAL RESOURCES:
S.R.A. Focus on Self Development II, Units on Interests and Goals

INSTRUCTIONAL PROCESS:

Discuss students' interests and goals before beginning each unit. Use the auditory materials in the kit. Also, refer to the discussion questions in the manual, emphasizing the changes which have taken place and will take place in one's interests and goals.

If the interests and goals expressed do not reflect career considerations or directions, invite the children to consider career options. Discuss the value of acquiring marketable skills; our multipotentiality in terms of skills, and the role of work in economic independence.

YOU--YOU'RE THE ONE

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Self-awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
SRA Focus on Self Development II, Unit on Self Concept.

INSTRUCTIONAL PROCESS:

Emphasize the uniqueness of each individual, physically, emotionally, and academically. Play the record in the above mentioned kit and discuss its aspects by using the questions provided in the manual. Then have each student write down the best clues he/she can give about himself/herself on a piece of paper. Then have the students put their papers into a box. Each student will then draw one slip of paper from the box and guess the person who has written these clues about himself/herself.

I'M ALWAYS ME

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Self-characteristics

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Construction paper to make three circles, each circle 1 1/2" smaller in diameter than the next.

INSTRUCTIONAL PROCESS:

Have children name 20 of the characteristics of people while the teacher writes them on the chalkboard. For the next day make a copy of these words for each student. Each student then cuts out the names of the characteristics that he/she feels pertains to him/her, and pastes them on a piece of construction paper. The paper is divided into three sections:

Always Me

Sometimes Me

Never Me

Students are to place what they feel are their own characteristics in the appropriate section.

YOU ARE SPECIAL

GUIDANCE

CURRICULUM FOCUS:

1. Self awareness
2. Social awareness

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: 30 minutes (follow-up 20-30 minutes)

ESSENTIAL RESOURCES:
A large poster size paper for each person, kit DUSO I, Unit I

INSTRUCTIONAL PROCESS:

Have each student make a poster entitled, "You are Special __(name)__" with bright colors and decorated if desired. Hang these posters around the room. Use DUSO I, "Unit I of Understanding Self and Others." Help the class realize and understand that each person has special characteristics and things that make him special. Hang these posters for 2 weeks.

As the class members find things about each other that are special they are to anonymously write that "special thought" or "special characteristic" on the poster of the individual. These comments should be written on the posters when the person is not watching in order for him/her to be surprised. Teacher may also add comments as special things are seen for each child. Be sure to help classmates remember everyone in the room. Everyone has something special. At the end of two weeks the posters can be taken home.

Follow-up discussion is valuable. Children can tell how they felt when they read the comments others had written about them. How they felt about writing special things about classmates. Was it difficult to look for positive or special things in others? What did you learn about yourself? About others? Did you learn anything new about yourself?

MIRROR, MIRROR ON THE WALL

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Self awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#08 Develop a positive self-concept
#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
Variety of magazines, scissors, large white paper, glue or paste

INSTRUCTIONAL PROCESS:

Have an art teacher help students cut out their own silhouette on white paper. (if possible)

Conduct group discussion about the things that make each person an individual (e.g. strengths, interests, hobbies, friends, family, thoughts, dreams, goals, activities, likes, dislikes, etc.). Have students cut out pictures of many things which describe themselves. (Be sure these pictures represent something important to them). Paste the pictures on to the silhouette each child has already made.

Allow children to describe to the class their collage. Ask the following questions:

Why did they choose the pictures they did?

Have classmates tell what they have learned new about others by seeing their collage silhouettes. How did they feel while making collages?

How did they feel telling about them?

What can you see about yourself by looking at your own collage?

SUCCESSFUL CAREER EDUCATION FIELD TRIPS

GUIDANCE

CURRICULUM FOCUS:

1. Planning field trips
2. Serving as a liaison between school and community.

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#21 Recognize relationship: school environment/larger society
#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/qualifications of occupations
#31 Develop positive attitudes toward employment

ESTIMATED CLASS TIME:

ESSENTIAL RESOURCES:
List of community resources

INSTRUCTIONAL PROCESS:

Offer your services to teachers as a helper in planning and carrying out Career Education Field Trips.

1. Planning: Get involved early in the planning. Help teachers focus their purposes and expectations. Suggest that students help plan the trip.

2. Preparation: Make sure students have a clear concept of purpose of a field trip. Help them prepare for what they will see, questions they should ask, appropriate behaviors, what they should be prepared to do in the way of follow-up to the trip.

The counselor could offer to be the liaison person between the school and the community by suggesting places to visit to the teachers, and making very clear to businesses and industries the focus of the trip. Make sure all proper and clear communication is taken care of. Visit places in advance.

3. Offer to help chaperone the trip. Help keep the trip's purpose focused as it progresses.

4. Offer suggestions to the teacher on debriefing the students. Help with the follow-up activities.

The counselor may wish to put field trip suggestions in writing as well as the services he/she can render.

BE AN EYEWITNESS

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Developing observation skills.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#33 Develop personal habits which are socially valued
#43 Recognize restrictions in the decision-making process

ESTIMATED CLASS TIME: One class period or as a Learning Center

ESSENTIAL RESOURCES:
Clock with second hand or egg timer, detailed and colorful pictures, question sheet for each picture.

INSTRUCTIONAL PROCESS:

Two students role-play at the same time, one is the eyewitness and the other is the examiner. The examiner selects a picture. After the eyewitness studies it for one minute, the examiner asks him ten questions about the picture. Each correct answer counts one point. The players then change roles, using another picture. The player with the most points is the best eyewitness.

Discuss the importance of observing carefully and how the quality of our observation skills determine our perceptions and decisions.

Questions which the examiner may ask are:

1. What was the robber (person) wearing?
2. How would you describe the person's face?
3. What was the person carrying?
4. What color was the car?
5. What was the car's license number?
6. At what time did the robbery occur?
7. What other buildings were near the scene?
8. Who were the witnesses?
9. What were the witnesses doing?
10. Did anyone try to stop the robbery?

PLEASE MR. POSTMAN

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Social awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#02 Develop knowledge of unique personal characteristics

ESTIMATED CLASS TIME: Two part activity--30 minutes each

ESSENTIAL RESOURCES:

Paper to make lists, large mailbox, crayons. (Duso I - lesson I of Unit I, Red/White Bluebird could also be used to supplement these activities)

INSTRUCTIONAL PROCESS:

Part one: Conduct group discussion for 10-15 minutes on describing personal characteristics. What kinds of things make us different from others? If we were describing ourselves to people on another planet who have never seen us what would be important to describe? Have students then each make a list of 8-10 or more characteristics about self that could be sent to Martians to help them find this person on earth. (characteristics such as: male/female, hair color, eye color, quiet or talkative, reserved or outgoing, friendly, helpful, likes to be alone or with people, likes or dislikes sports, hobbies, interests, family, etc.) Anything that could help these Martians find you when they visit earth. Keep the lists anonymous.

Part two: Fold the lists like letters and draw a stamp and address. Put all lists in a big "mailbox." Have children get a list from the "mailbox" (not his own) and pretend to be the Martian. Take turns reading the lists and trying to locate the sender.

Describe how self characteristics of each person will be different from others

OH, YOU'VE GOT TO HAVE FRIENDS

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Developing the interpersonal skills and values of students.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#10 Develop a sensitivity toward and an acceptance of others
#11 Develop tolerance/flexibility in interpersonal relationships
#12 Develop the necessary socialization skills

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Focus on Self II, Unit on Companionship (Science Research Associates)

INSTRUCTIONAL PROCESS:

Discuss companionship with the class and play the record in the SRA Unit entitled, "Harder than Anything." This is designed to develop an awareness of the importance of others. Ask the students, "How long do you think you could live on the earth if you were the only person alive?" This question causes them to become aware of just how much they depend on others.

An added activity is to ask the students to name 15 characteristics of a good friend. Write these characteristics on the chalkboard and have each student pick five characteristics which he/she feels are the most important.

CAREER CLUSTERS

GUIDANCE

CURRICULUM FOCUS:

1. Develop attitudes toward work

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work
#24 Understand variety and complexity of occupations and careers
#30 Realize: work is an integral part of the total life style

ESTIMATED CLASS TIME: Two part activity 30--40 minutes each

ESSENTIAL RESOURCES:
Interview information sheet (to be a class handout developed by class) large enclosed box

INSTRUCTIONAL PROCESS:

Conduct a class discussion to develop a list of questions for interviews. Have each class member go home and interview a member of their family or a neighbor who holds a job or has held a job. Bring this information into class. Prepare an organized, easy to read handout of the interviewing questions states as open-ended statements.

Have each student fill in the prepared handout with gathered information. Keep these sheets anonymous. Put all these sheets in a closed "secret" box. Have each student reach in and pull out a paper and read it to the class. They must then guess what kind of a job is being described. The jobs could also be placed in the proper cluster (see appendix for list of clusters).

Ask the following questions: What in this description helped you know or place this job in its cluster? Make a list on the blackboard of all the different jobs represented and their cluster placement. Have students tell how this person's work (job) has influenced his/her life.

MIX N' MATCH

GUIDANCE

PRIMARY/INTERMEDIATE

CURRICULUM FOCUS:

1. Understanding stereotyping.

CAREER EDUCATION FOCUS:
(DELLA Statement)

#06 Understand and use the concept "role"
#34 Recognize that occupational stereotyping is undesirable
#46 Recognize the need for making a meaningful career choice

ESTIMATED CLASS TIME: 30-45 minutes

ESSENTIAL RESOURCES:
Blackboard, space to role-play, 4" x 6" cards to write a short job description

INSTRUCTIONAL PROCESS:

Divide class into small groups of 4-5 students. Arrange groups so that one or two groups are made up entirely of boys, one of girls and a group with all boys-one girl or all girls-one boy. Make a list of career choices on the board which are typically stereotyped. Have each group choose a listed career and independently write a short description of the type of person who could fill this job. Collect these descriptions.

Exchange the career choices listed on the board and have each group role-play an activity which this career might involve without naming the career. After each role-play have the class guess which career was shown and then read the appropriate description which was previously prepared. Does the role-play fit the description? Who in the group was chosen to role-play the career (male for nurse? or male for secretary)? Why do we think of females for certain jobs and males for others? What should we consider more than being male or female? (interests, skills, attitudes, etc.)

Possible career choice list: secretary, truck driver, musician, school teacher, auto mechanic, nurse.

HURRAH! THE WINNING GOAL

GUIDANCE

CURRICULUM FOCUS:

1. Setting goals for oneself
2. Feelings

PRIMARY/INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#17 Recognize role of education in career and life goals
#39 Develop vocabulary for stating and identifying personal goals

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:
Focus on Self II, Unit on Goals, (Science Research Associates)

INSTRUCTIONAL PROCESS:

Define what a "goal" is. Play the record from the unit. Discuss the questions provided in the accompanying guide. Discuss feelings which are felt when reaching a goal and ask the students to name as many "feeling" words as they can. Name some of the goals they have had and reached. Have each student take a piece of paper and write for themselves two goals for the end of the week and attach it to their desks. At the end of the week discuss goals reached or not reached and feelings about each. Also discuss future goals and the need for education in meeting these goals.

TWENTY THINGS I LIKE TO DO

GUIDANCE

CURRICULUM FOCUS:

1. All individuals are unique and have different likes and dislikes
2. Analyzing our own behavior, our likes and dislikes can help us understand ourselves better

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "Life Style"
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: Two class periods

ESSENTIAL RESOURCES:
Attached worksheet

INSTRUCTIONAL PROCESS:

Give each child a worksheet with grids, like the one on the following page. Ask the students to list twenty things they like to do. After this has been done, read them the instructions below, and ask them to follow these instructions. These tasks are designed to help the student evaluate his likes, and learn more about himself. After the students have evaluated their responses according to these instructions, discuss the concept of "life style" and how our likes and values help determine our life style. Discuss the uniqueness of each individual in the class.

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group.)

2. The letter A is to be placed beside those items which you really prefer to do alone; the letter P next to those activities you prefer to do with other people; and the letters A-P next to activities which you enjoy doing equally alone or with other people.

3. The letters PL are to be placed beside those items which require planning.

4. The coding N5 is to be placed next to those items which you would not have listed five years ago.

5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.

   The student is to indicate next to each activity when (day/date) it was last engaged in.

6. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.

7. Put an MI by any of your items which you would not be able to do it you moved 1,000 MILES south from where you now live.

8. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.

9. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.

10. Next to each item write the name of a person you want most to talk to about that specific item.

11. Write the letter F next to those items which you think will not appear on your list 5 years from now.

12. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.

13. Put an I next to any item which involves INTIMACY.

14. Mark with an S any items which can only be done in one particular SEASON of the year.

15. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.

16. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.

17. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.

18. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.

19. Put the letters CH next to the things you have listed which you hope your own CHILDREN will have on their own lists someday.

20. Which items on your list do you feel nobody would conceivably REJECT you for loving? Code them with the letters RE.

NAME____

TWENTY THINGS I LIKE TO DO WORKSHEET

1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
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10.								
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20.								

SELF - PORTRAIT

GUIDANCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Personal characteristics
2. Differences in others
3. Self Awareness and understanding

CAREER EDUCATION FOCUS:
(DELLA Statement)

#07 Develop an understanding of the concept "life style"
#02 Develop knowledge of unique personal characteristics
#08 Develop a positive self-concept
#10 Develop a sensitivity toward and an acceptance of others

ESTIMATED CLASS TIME: 30-45 minutes

ESSENTIAL RESOURCES:
Large blank piece of paper, crayons for each child

INSTRUCTIONAL PROCESS:

Have children draw a large shield (using crayons only) and divide it into four sections. Any colors may be used but words and letters are not allowed. Give oral cues, such as: "In section #1, draw a picture of something you have at home that makes you feel good inside. "In section #2, draw a picture of what you do to have fun during your free time. Draw something you do at school that helps you feel good inside in section #3. Use section #4 to draw something you are afraid of. (other cues could be: something someone has given you that you cherish, something you wish you could do better, etc.)

Follow-up by group discussion of differences in others, recognizing self characteristics, etc.

DOES THE SHOE FIT?

GUIDANCE

CURRICULUM FOCUS:

1. Self awareness
2. Self growth

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#01 Develop vocabulary of self-characteristics
#04 Understand that personal characteristics can be changed
#09 Recognize that development of self is constantly changing

ESTIMATED CLASS TIME: 20-30 minutes

ESSENTIAL RESOURCES:
Worksheet

INSTRUCTIONAL PROCESS:

Construct a worksheet to be filled in by students on personal information, such as:

1. My height_______
2. My age (years and months)________
3. My favorite activity________
4. What I want to be when I grow up________
5. My least favorite activity________
6. My favorite subject in school________
7. My best friend________
8. A tracing of my shoe
9. A tracing of my hand
10. Etc.

This form should be kept until April or May when students could complete it again and make a comparison to discover their growth during the year.

Dimensions of Personality Series: Books two and four may be used as supplementary materials or as a continuation of this activity.

Follow-up with a discussion of growth and personal changes.

ONE FOR THE MONEY ? ? ?

GUIDANCE

CURRICULUM FOCUS:

1. Create a greater understanding of self and others

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#02 Develop knowledge of unique personal characteristics
#10 Develop a sensitivity toward and an acceptance of others
#08 Develop a positive self-concept
#48 Understand the need to take responsibility for own decisions

ESTIMATED CLASS TIME: 30-45 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Have students rank a list of five values such as:

1. Wealth
2. Family
3. Career interests
4. Friends
5. Travel.

Follow-up by asking students to share their lists with a partner. Then conduct a group discussion of how they decided what to rank as number one and what they learned about themseleves, or others by sharing their rankings.

A values continuum may also be constructed on the blackboard

Wealth
Family
X

on which several students could mark their preferences during the class follow-up discussion. As supplementary material you might use Career Awareness Games by Munson.

A,B,C'S OF CAREERS

GUIDANCE

INTERMEDIATE

CURRICULUM FOCUS:

1. Group guidance
2. Career awareness

CAREER EDUCATION FOCUS:
(DELLA Statement)

#23 Acquire vocabulary for describing the world of work

ESTIMATED CLASS TIME: 15--30 minutes (depending on grade)

ESSENTIAL RESOURCES:
Paper and pencil

INSTRUCTIONAL PROCESS:

Have students write the alphabet down the left side of their paper. Then have each student write a job or career for each letter of the alphabet.

After the students have finished their lists have them compare their answers and prepare a master list of these careers on the chalkboard. As a group, ask the students to identify tools associated with these careers.

Ask each student to tell which career he thinks is the most interesting and why.

LOOK HOW I'M ACTING

GUIDANCE

CURRICULUM FOCUS:

1. Group guidance

INTERMEDIATE

CAREER EDUCATION FOCUS:
(DELLA Statement)

#24 Understand variety and complexity of occupations and careers
#26 Determine characteristics/ qualifications of occupations
\#29 Recognize materials/ processes/tools of occupational clusters
#22 Acquire skills, good work habits in preparing for a career

ESTIMATED CLASS TIME: 30 minutes

ESSENTIAL RESOURCES:

INSTRUCTIONAL PROCESS:

Discuss the following questions:

What is a career?
Why do people work?
How is money spent?
Is money necessary?
Can someone enjoy their work?

Have each student pantomime a person performing a job while the rest of the class tries to guess the job.

DELLA STATEMENTS

Della Statement Number	Description
Vocabulary about Self	
01	Develop vocabulary of self-characteristics
Knowledge of Self	
02	Develop knowledge of unique personal characteristic
03	Understand relationship: self-characteristics/ performance
04	Understand that personal characteristics can be changed
05	Recognize relationship: self-characteristics/ decision-making
06	Understand and use the concept "role"
07	Develop an understanding of the concept "life style"
Attitudes about Self	
08	Develop a positive self-concept
09	Recognize that development of self is constantly changing
10	Develop a sensitivity toward and an acceptance of others
11	Develop tolerance/flexibility in interpersonal relationships
Skills for Self	
12	Develop the necessary socialization skills
Vocabulary about Education	
13	Acquire vocabulary for educational planning
Knowledge about Education	
14	Understand interrelationship between education and work
15	Be aware of multiplicity of skills, knowledge in education
16	Understand need for continuing education in a changing world

Della Statement Number	Description
Attitudes about Education	
17	Recognize role of education in career and life goals
18	Recognize developmental processes occurring in and out of school
19	Realize technological changes demand retraining of workers
20	Develop basic attitudes needed for entry/success in a career
21	Recognize relationship: school environment/ larger society
Skills for Education	
22	Acquire skills, good work habits in preparing for a career
Vocabulary about Careers	
23	Acquire vocabulary for describing the world of work
Knowledge of Careers	
24	Understand variety and complexity of occupations and careers
25	Understand how occupations relate to functions of society
26	Determine characteristics/qualifications of occupations
27	Understand process of developing a "career"
28	Understand the relationship: occupational role/ life style
29	Recognize materials/processes/tools of occupational clusters
Attitudes about Careers	
30	Realize: work is an integral part of the total life style
31	Develop positive attitudes toward employment

Della Statement Number	Description
32	Realize one's success in work is affected by one's attitudes
33	Develop personal habits which are socially valued
34	Recognize that occupational stereotyping is undesirable
35	Be aware of the value of acquiring marketable skills
36	Aware of own multi-potentiality as to marketable skills
Skills for Careers	
37	Develop necessary educational/occupational competency
38	Develop entry level skills in area of occupational interest
Vocabulary for Decision-Making	
39	Develop vocabulary for stating and identifying personal goals
40	Apply vocabulary of career exploration to decision-making
Knowledge about Decision-Making	
41	Understand decision-making involves responsible action
42	Know external factors affect decision-making and vice versa
43	Recognize restrictions in the decision-making process
44	Recognize that decision-making involves some risk taking
45	Develop criteria for judging how careers meet life goals
Attitudes about Decision-Making	
46	Recognize the need for making a meaningful career choice

Della Statement Number	Description
47	Develop a receptivity for new ideas/exploration of new ideas
48	Understand the need to take responsibility for own decisions
Skills for Decision-Making	
49	Develop effective decision-making strategies and skills
Vocabulary about Economics	
50	Develop vocabulary for understanding economic principles
Knowledge of Economics	
51	Be familiar with basic economic concepts
52	Realize how the labor market affects the nation's economy
53	Understand the relationship: technology/world of work
54	Understand the relationship between occupational roles/personal economics/life styles
Attitudes about Economics	
55	Recognize role of work in economic independence
56	Recognize that society needs labors of all its people
57	Realize wages should not be sole basis for career choice
58	Recognize worker productivity is influenced by rewards
Skills for Economics	
59	Acquire basic money management skills
60	Be able to use economic information in decision-making
61	Acquire basic consumer skills

Della Statement Number	Description
Vocabulary about Leisure	
62	Develop vocabulary to differentiate leisure time activities
Knowledge of Leisure	
63	Understand differences between leisure time and idleness
64	Understand interrelationships: leisure time/ one's career
65	Understand leisure time can provide some rewards of work
Attitudes about Leisure	
66	Develop positive attitudes toward value of leisure time
Skills for Leisure	
67	Develop skills in leisure time activities

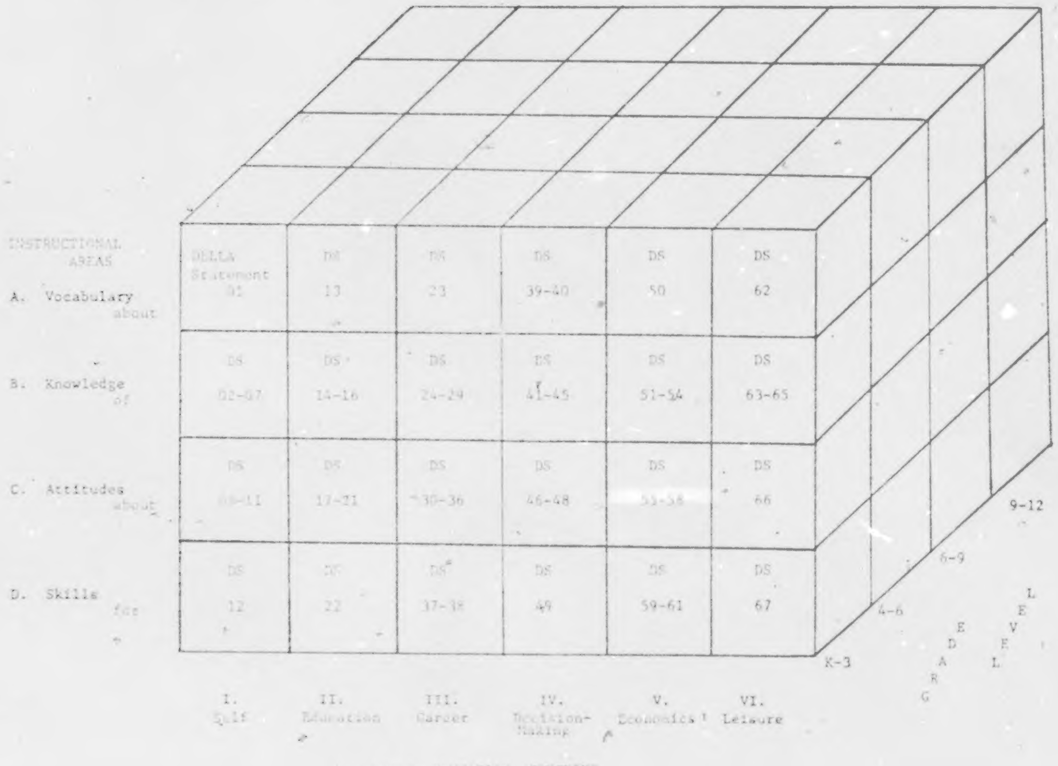
BACKGROUND IN DESIGN It is in seeing career education as a way of developing the total individual that its aims can best be realized and that its impact can be felt most positively as an important contribution to the learning and socialization processes of modern education.

The Career Development Education Model

The basic philosophy of the career education movement has only recently been translated into a system. This enables educators to apply career education concepts throughout the educational grade levels and all the subject areas.

Below is the Career Development Education Model. It is three dimensional, covering grades K-12.

K-12 CAREER DEVELOPMENT EDUCATION MODEL


INSTRUCTIONAL AREAS
A. Vocabulary about
B. Knowledge of
C. Attitudes about
D. Skills for
DELLA Statement 01
DS 13
DS 23
DS 39-40
DS 50
DS 62
DS 02-07
DS 14-16
DS 24-29
DS 41-45
DS 51-54
DS 63-65
DS 08-11
DS 17-21
DS 30-36
DS 46-48
DS 55-58
DS 66
DS 12
DS 22
DS 37-38
DS 49
DS 59-61
DS 67
K-3
4-6
6-9
9-12
GRADE LEVEL
I. Self
II. Education
III. Career
IV. Decision-Making
V. Economics
VI. Leisure
CAREER EDUCATION CONCERNS

At the left of the model are the educational instruction areas, which are part of teaching every subject at every grade level. Every teacher teaches vocabulary about his or her subject, knowledge about that subject, attitudes derived from what is learned, and skills relating to the mastery of that particular subject. Another way of putting it is that, the instructional areas cover the cognitive, affective and psycho-motor domains of learning.

At the base of the model are the career education concerns. In order to utilize a comprehensive developmental approach aimed at the whole individual, it is necessary to treat several life areas and these areas have been organized and labeled as shown.

For example, looking at the first Career Education Concern, we have to educate the student in relation to his or her own self. Who am I? What am I like? What do I like? These are the kinds of questions students have to answer if they are to know themselves better.

By looking at the intersections of Instructional Areas with Career Education Concerns, as shown on the model, we can talk about ideas such as, knowledge of self, attitudes towards careers skills for decision-making, and so on. In fact, every aspect of the instructional approach can be applied to every concern of career education.

Della Statements

In every one of the model blocks, running through all the grade levels, there are certain criteria that are necessary for the developmental approach to be carried out. These are called DELLA Statements.

Here you can see how one of the criteria, or DELLA Statements, was developed. First the Instructional Area, knowledge, was considered. Then the Career Education Concern, decision-making, was cross-referenced. When we talk about knowledge of decision-making for students, we get a statement like Goal #42. (See diagram on following page).

Since this is a lengthy, cumbersome statement, which is difficult to use, it was synthesized into a DELLA Statement (#42). It is short and it is simple and it's easy to implement. Also, it is one of thirteen DELLA Statements on decision-making.

INSTRUCTIONAL AREA

Knowledge of

CONCERN

Decision-Making

GOAL # 42

Students should know that decision-making is influenced by a society of external factors (i.e., family, friends, geography) conversely, decisions once made will have an influence on a variety of external factors (i.e., family, friends, geography).

DELLA STATEMENT

#42 Know external factors affect decision-making and vice versa

Since this is a developmental approach not every DELLA Statement need be applied at every grade level. Likewise, not every DELLA Statement is appropriate for every subject, although the concept of at least one DELLA Statement under each of the six concerns should be taught for every subject, at every grade level.

How to Use DELLA Statements

DELLA Statements are used by teachers as tools in career education by matching them to the curriculum concerns when preparing teaching activities.

One of the best ways to begin writing curriculum plans which focus on career education is to go over in your mind some activities you have previously done in class which were successful. It is often fairly easy to find ways to broaden this activity to include the dimensions of career education. Starting with one activity you have already found successful will lead you to explore others. Finally, you will be planning entirely new activities that are built around the idea of providing your students with instruction in both your curriculum and career education.

BIBLIOGRAPHY OF SUGGESTED RESOURCES

Career Education Newsletters:

Career Education News. McGraw-Hill Institutional Publications, 230 West Monroe Street, Chicago, Illinois 60606.

The Career Education Workshop. Parker Publishing Company, Inc., West Nyack, New York 10994.

Career Education Bibliographies:

Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837.

Pennsylvania Guidance Service Center, 5301 Jonestown Road, Harrisburg, Pennsylvania 17112.

Current Career Information Bibliography. National Vocational Guidance Association, Division of American Personnel and Guidance Association, 1607 New Hampshire Avenue N.W., Washington, D.C. 20009.

EPIE Career Education S*E*T*. EPIE Institute, 463 West Street, New York, New York 10014

Career Education Film Resources:

Intermediate Units/Instructional Materials Center. All members of a teaching staff have film resources available to them through the school district or through the local intermediate unit with which the school district is associated.

Audio Visual Services. The Pennsylvania State University, University Park, Pennsylvania 16802.

Indiana University Audio-Visual Center, Bloomington, Indiana 47401.

Career Education Instructional Materials:

PENNscript
Special Education
5301 Jonestown Road
Harrisburg, Pennsylvania 17112

INTERVIEW SHEET

1. What special interests or skills do you need for your job?

2. What types of things (interests) do you like to do, and how did they help you decide what job you wanted?

3. What type of person do you have to be in order to like and be successful at your job?

4. What ways can I get this job--training, college, or experience?

5. What other occupations can you do with your knowledge and training?

6. What are all the different jobs you've had and which have led to the one you have now?

7. Do you think that your mistakes have helped you to make better decisions?

8. How has your particular job changed over the past ten or twenty years? What do you think it will be like in another ten years?

9. What school subject do you use in your work and how?

10. How does this job support your way of living in terms of income, knowledge, working hours, and leisure time?

11. Are your hobbies like or different from your job?

12. Why is this job important to you? What satisfaction do you get? Do you know of any common factors a person should possess to be successful in the world of work?

FIFTEEN OCCUPATIONAL CLUSTERS

Compiled by the United States Office of Education

I. Agri-Business and Natural Resources
  1. Agriculture and agricultural sciences
  2. Forestry officials
  3. Fish managers (including farms and hatcheries)
  4. Water management
  5. Nursery operations and management
  6. Animal sciences
  7. Dairy products
  8. Fertilizers (plant food and soil)
  9. Landscaping
  10. Wildlife
  11. Petroleum and related products
  12. Mining and quarrying

II. Business and Office Cluster
  1. Accounting
  2. Office clerks and managers
  3. Machine operators
  4. Business data processing systems

III. Communications and Media Cluster
  1. Telephone and telegraph systems
  2. Publishing of journalism and commerical arts
  3. Broadcasting of radio, television and satellite transmissions
  4. Photographic reproductions and recordings

IV. Construction Cluster
  1. Interior home designing, decorating and furnishings
  2. Land development, site preparation and utilities
  3. Landscaping, nursery operations and ground maintenance
  4. Architectural designing
  5. Masonry, metal, wood, glass, and plastic contracting

V. Consumer and Homemaking Related Occupations Cluster
  1. Family and community services (public housing and social welfare)
  2. Food service industry
  3. Child care, guidance and teaching
  4. Housing design and interior decorations
  5. Clothing, apparel and textile industry
  6. Home management, consumerism and family relationships

VI. Environment Cluster
  1. Soil and mineral conservation
  2. Water resource, development, conservation and control
  3. Forest, range, shore, wildlife conservation and control
  4. Development and control of physical man-made environment (bridges, roadways and recycling)
  5. Space and atmospheric monitoring and control (pollution and smog)
  6. Environmental health services (water sanitation, waste disposal)

VII. Fine Arts and Humanities Cluster
   1. Authors and poets
   2. Painters and printmaking
   3. Musicians
   4. Dramatic and performing artists
   5. Film and set designers, producers and editors

VIII. Health Service Cluster
   1. Ambulance services
   2. Hospital technicians, nurses, aids and doctors
   3. Pharmacists
   4. Dentists
   5. Community health
   6. Veterinarian

IX. Hospitality and Recreation Cluster
   1. Recreation planning of national resources and leisure related property
   2. Health care (physical fitness, recreation safety)
   3. Community services (parks, playgrounds, clubs and amusement parks)
   4. Human development (recreation programs, coaching and arts)

X. Manufacturing Cluster
   1. Factory productions
   2. Research of products and marketing
   3. Distribution of products
   4. Designing of new products and new equipment

XI. Marine Science Cluster
   1. Commercial fishing
   2. Aqua-culture (marine and shellfish research, marine plant growth)
   3. Marine biology
   4. Underwater construction and salvage
   5. Marine exploration

XII. Marketing and Distribution Cluster
   1. Sales promotion and services
   2. Buying
   3. Marketing services (finance, credit, insurance)
   4. Marketing system (retail, wholesale, service, non-store and international trade)

XIII. Personal Services Cluster
   1. Cosmetology
   2. Mortuary science
   3. Barbering
   4. Physical culture (massage and weight control)
   5. Household pet services

XIV. Public Service Cluster
  1. Courts
  2. Labor affairs
  3. Defense
  4. Public utilities and transportation
  5. Regulatory services (bank, immigration and stock exchange)

XV. Transportation Cluster
  1. Land transportation
  2. Aerospace transportation
  3. Pipeline transportation
  4. Water transportation

CAREER-RELATED GAMES AND SIMULATION

Game — Grade Level

THE BLUE WODJET COMPANY (Simile II) — *(6-9)*

Players take roles as stockholders, personnel, and managers of a manufacturing company and as citizens in a community where the company is located. Players are involved in the structure of a corporation that evokes an awareness of pressures pollution problems created for industry. (25-30 players)

BROKER (Calhoun Book Store) — *(4-adult)*

Players learn some of the more intricate aspects of the stock market and the development of market strategy. (2-6 players)

BRONZE AXES (Instructor Publications, Inc.) — *(4-6)*

Structure and organizations of a barter economy are illustrated by inferences players, as archaeologists, can draw from simple resources at the site. (4-35 players)

GOLD MINING CAMP (University of Minnesota) — *(5-8)*

A simulation game: players assume the roles of miners, blacksmiths, carpenters, farmers, and restaurant owners for 2 weeks in a gold-mining camp (1850). Supply and demand, goods, and services concepts are played out. (10-48 players)

LIFE CAREER GAME (Western Publishing Company, Inc.) — *(8-12)*

A simulation of certain features of the labor market, the "education market," and the "marriage market," as they now operate in the U.S. and as projections indicate they will operate in the future. The players work with a profile of a fictitious person, alloting his time and activities among school, studying, a job, family responsibility and leisure time. Players are divided into teams of 2 and make decisions for 3-10 years of the profile they play. A wide variety of profiles is supplied. (2-20 players)

PINK PEBBLES (Educational Manpower, Inc.) — *(4-6)*

As primitive farmers, players progress through seven levels of economy, relying more and more on the "Pink Pebbles" which represent money. (6-36 players)

INDEX OF PUBLISHERS/DISTRIBUTORS

ACI Films, Inc.
35 West 45th St.
New York, NY 10036

Agency for Instructional T.V.
Box A, 1111 West 17th St.
Bloomington, IN 47401

Aims Instructional Media
Services, Inc.
P.O. Box 1010
Hollywood, CA 90028

Albert Whitman & Co.
560 West Lake Avenue
Chicago, IL 60606

American Education Publication
55 High Street
Middletown, CN 06487

American Education Publication
Education Center
Columbus, OH 43216

American Guidance Service, Inc.
Circle Pines, MN 55014

American Personnel and Guidance Assoc.
1607 New Hampshire Ave., N.W.
Washington, DC 20009

American Society of Travel Agents
360 Lexington Ave.
New York, NY 10017

Arco Publishing Company
219 Park Avenue, South
New York, NY 10003

Argus Publications
7440 Natchez
Niles, IL 60648

Aspect IV Educational Films
21 Charles Street
Westport, CT 06880

Associated Educational Materials Co.
14 Glenwood Ave.
Box 2087
Raleigh, NC 27602

Benefic Press
10300 West Roosevelt Road
West Chester, IL 60153

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404

Bobbs - Merrill Company
Educational Division
4300 West 62nd Street
Indianapolis, IN 46268

Bowman
Box 3623
Glendale, CA 91201

Charles A. Bennett Co. Inc.
809 Detweiler Drive
Peoria, IL 61614

Calhoon Book Store
3031 Hennepin Avenue
Minneapolis, MN 55408

California Learning Simulations
750 Lurline Drive
Foster City, CA 94404

Career Futures, Inc.
1728 Cherry St.
Philadelphia, PA 19103

Careers Incorporated
P.O. Box 135
Largo, FL 33540

Center for Humanities, Inc.
Two Holland Avenue
White Plains, NY 10603

Centron Educational Films, Inc.
1621 West Ninth Street
Lawrence, KS 66044

Changing Times Education Service, Inc.
1729 H. Street, N.W.
Washington, D.C. 20006

Charles W. Clark Co., Inc.
564 Smith Street
Farmingdale, NY 11735

Children's Press
1224 H. Van Buren St.
Chicago, IL 60607

Churchill Films
662 No. Robertson Blvd.
Los Angeles, CA 90069

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601

Creative Studies, Inc.
167 Corey Road
Boston, MA 02146

Dell Publishing Co., Inc.
1 Dag Hammarskjold Plaza
New York, NY 10017

DLM
7440 Natchez Ave.
Niles, IL

Education Achievement Corporation
P.O. Box 7310
Waco, TX 76710

Educational Development Corp.
202 Lake Miriam Drive
Lakeland, FL 33803

Educational Manpower Inc.
P.O. Box 4272 B
Madison, WI 53711

Educational Properties, Inc.
P.O. Box DX
Irvine, CA 92664

Encyclopedia Britannica Educational
Corp.
425 N. Michigan Avenue
Chicago, IL 60611

Family Films, Inc.
5823 Santa Monica Blvd.
Hollywood, CA 90038

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Counselor Films, Inc.
1728 Cherry St.
Philadelphia, PA 19103

College Entrance Examination Board
Box 592
Princeton, NJ 08540

The George F. Cram Co., Inc.
301 South LaSalle St.
P.O. Box 426
Indianapolis, IN 46206

Curriculum Development Associates
1211 Connecticut Ave, N.W.
Suite 414
Washington, D.C. 20035

Didactic Systems, Inc.
6 N. Union Ave.
Cranford, NJ 07016

Doubleday Multimedia
1371 Reynolds Ave.
Santa Anna, CA 92705

Educational Activities Inc.
P.O. Box 392
Freeport, NY 11520

Educational Dimensions Corp.
25 - 60 Francis Lewis Blvd.
Flushing, NY 11358

Educational Projections Corp.
3070 Lake Terrace
Glenview, IL 60025

Education Games Company
P.O. Box 363
Peeksville, NY 10566

EYE - Gate House
146 - 01 Archer Ave.
Jamaica, NY 11435

Garrard Publishing Company
Champaign, IL 61820

Gordon Flesh Company, Inc.
225 West Beltline Highway
Madison, WI 53713

Guidance Associates
757 Third Avenue
New York, NY 10017

Hoffman Occupational Learning Systems
4423 Arden Drive
El Monte, CA 91734

Industrial Relations Center
University of Chicago
1225 East 60th Street
Chicago, IL 60637

Instructional Fair
Box 1650
Grand Rapids, MI 49502

Instructor Publications, Inc.
Instructor Park
Dansville, NY 14437

King Features
235 East 45th St.
New York, NY 10017

Learning Resource Center, Inc.
10655 S.W. Greenburg Road
Portland, OR 97223

Little Brown and Co.
Boston, MA

Macmillan Library Services
866 Third Avenue
New York, NY 10022

McGraw - Hill Book and Education
Services Group
1221 Sixth Avenue
New York, NY 10020

Modulearn Inc.
Joseph W. Foraker/Learning Programs
P.O. Box 635
San Juan Capistrano, CA 92675

New Dimensions in Education, Inc.
160 Dupont St.
Plainview, NY 11803

Grade Teacher
CCM Professional Magazines
22 West Putnam Avenue
Greenwich, CT 06830

Harcourt Brace, Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Houghton Mifflin Company
1 Beacon Street
Boston, MA 02107

Information Resources Inc.
P.O. Box 417
Lexington, MA 02173

Instructo Corporation
Paoli, PA 19301

Innovative Sciences, Inc.
300 Broad Street
Stanford, CT 06901

Learning Corporation of America
711 Fifth Avenue
New York, NY 10022

J. P. Lilley and Son, Inc.
2009 N. Third St.
P.O. Box 3035
Harrisburg, PA 17105

Listener Educational Enterprises, Inc.
6777 Hollywood Blvd.
Hollywood, CA 90028

Mafex Associates, Inc.
111 Baron Avenue
Johnstown, PA 15906

McKnight Publishing Company
Box 2854
Bloomington, IL 61701

National Career Consultants, Inc.
9978 Monroe
Dallas, TX 75520

New Readers Press
1321 Jamesville Avenue
Syracuse, NY 13210

Olympus Publishing Co.
937 East 9th St. South
Salt Lake City, UT 84105

Oxford Films
1136 N. Las Palmas Ave.
Los Angeles, CA 90038

Pennant Educational Materials
4680 Alvarado Canyon Road
San Diego, CA 92120

J.C. Penney Co. Inc.
Educational and Consumer Relations
1301 Avenue of the Americas
New York, NY 10019

Random House, Inc.
Educational Media
201 E. 50th St.
New York, NY 10022

Scholastic Book Services
50 West 44th St.
New York, NY 10036

Scott Education
Department CEN
104 Lower Westfield Road
Holyoke, MA 01040

Silver Burdett Co.
250 James Street
Morristown, NJ 07960

South-Western Publishing Co.
5101 Madison Rd.
Cincinnati, OH 45227

Teacher Products
2304 East Johnson St.
Jonchoro, AK 72401

T-Cube
17951 Shypark Circle
Irvine, CA 92707

Travel School of America
1406 Beacon Street
Brookline, MA 02146

Oxfam Education Department
247 Banbury Road
Oxford Station
Ox 270Z
England

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, NY 10802

Pflaum/Standard
8121 Hamilton Ave.
Cincinnati, OH 45231

Q-ED Productions
2921 W. Alamada Ave.
Box 1608
Burbank, CA 91507

Sandler Institutional Films, Inc.
1001 N. Poinsetta Pl.
Hollywood, CA 90046

Science Research Associates, Inc.
259 East Erie Street
Chicago, IL 60611

Shelchow and Righter Co.
2215 Union Boulevard
Bayshore, NY 11706

Singer Educational Division
3750 Monroe Avenue
Rochester, NY 14603

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78767

Teaching Resources Films
83 Adams St.
Bedford Hills, NY 10507

Training Development Center
The Sterling Institute
2 Pennsylvania Plaza
Suite 18
New York, NY 10001

Troll Associates
320 Route 17
Mahwah, NJ 07430

United States Department of Labor
Bureau of Labor Statistics
Washington, DC 20212

Westinghouse Learning Corporation
100 Park Ave.
New York, NY 10017

The Westminster Press
Witherspoon Bldg.
Philadelphia, PA 19107

Western Publishing Company
850 Third Ave.
New York, NY 10022

Vocational Films
111 Euclid Avenue
Park Ridge, IL 60068

Yellow Pages Career Library
NAESP
P.O. Box 9114
1801 North Moore Street
Arlington, VA 22209

EVALUATION

Crucial to the developmentand improvement of any program are evaluative plans and instruments. The evaluation plan should be geared to the local program and designed to evaluate achievement in reaching the program objectives, development and implementation of program activities and effectiveness of program resources.

Standardized Tests

Quick feedback of information is crucial to the continuous amelioration of the program. Consequently, a major source of immediate, valuable information is the student. Of particular value are several vocationally-oriented standardized measures, some of which are listed and briefly described.

Interest Inventories

Interest inventories are particulary useful in individual career counseling. They may also be utilized in group guidance classes, or in any classes involved in career education and subjective occupational exploration. For the most part, all of these inventories have as their major goal helping the individual to relate his personal interests to either general occupational areas, or clusters, (e.g., scientific, persuasive, etc.) or to specific jobs. (e.g., truck driver, lawyer, etc.). These inventories do not provide information about the student's ability achievements, or intelligence as they relate to the cited clusters or occupations; they serve to cite relative interests and must be interpreted accordingly.

Science Research Associates
Range: Grades 6 to 12

The Kuder Preference Record-Vocational is a widely used measure of vocational intersts. Scores are given for the following interest clusters: outdoor, mechanical, computational scientific, persuasive, artistic, literary, musical, social service, and clerical. Raw scores are converted into percentiles varying for the male and female high school students based on the respective norm groups. Administration, scoring, and conversion of raw scores to percentiles are all simple. Testing time generally ranges between 30 and 50 minutes.

Multiple Aptitude Batteries

Of particular value in individual career counseling are the results of multiple aptitude batteries such as those to be described in this section. Combined with interest inventories, achievement criteria (e.g., grades, test results, etc.) and other variables, these batteries serve to broaden the foundation upon which the individuals occupational future rests. Keeping in mind that "an aptitude test is one that predicts success in some occupation or training course" (Cronach, 1970, p. 38), one should evaluate the comparative value of each of the following batteries as they relate to a career education program.

SRA Primary Mental Abilities, Revised

Science Research Associates
Range: K-12, aseries of five batteries

After correcting some previously evaluated technical difficulti in 1962 a revision of the PMA tests was made available by SRA with a series of five batteries. The scores obtained are in relation to five factors: Verbal Meaning, Number Facility, Reasoning, Perceptual Speed, and Spatial Relations. Since Reasoning is omitted at the lower levels and Perceptual Speed at the higher levels, only the battery for grades 4-6 includes all five factors. Total scores on the entire battery, as well as scores on each factor, are expressed in deviation I.Q.'s. Percentiles and stanines are available for the PMA batteries from fourth grade up.

Vocatioanl Development Inventory - Attitude test (AT)

Authors: Crites (1965) CTM/McGraw Hill

Designed to measure the "dispositional factor" in vocational maturity, the Attitude Test of the Vocational Development Inventory attempts to measure "choice of an attitude toward an occupation in terms of empirical behaviors". "This instrument consists of fifty questions cast in true-false forms which yield both a vocational maturity scale and a deviate scale" (Herr and Cramer, 1972, p. 269). The purpose of this instrument is to give the counselor some insight as to the rate and level of vocational maturity of the students, thus allowing for more effective counseling. Time needed to administer the VDI is approximately 15 to 20 minutes.

Career Development Inventory (CDI)

Authors: Super, Bohn, Forrest, Jordan, Lindeman and Thompson (1971)
Range: 6th grade and up.

The CDI yields two types of scores. In addition to a total score which represents an overall measure of vocational maturity as defined by the scales, it also yields three specific factor scores labeled Planning Orientation, Resources for Exploration, and Information and Decision Making (Westbrook & Mastie, 1973).

The CDI can be administered easily within one class period and has potential for use in individual counseling as well as in individual counseling as well as in group assessment and program evaluation. Distinguishing features of the CDI as noted by Westbrook and Mastie (1973) are its inclusion of both the attitudinal and cognitive dimensions of vocational maturity.

Locally Constructed Instruments

Other possible ways of benefitting from student involvement in the evaluation process are via student surveys, questionnaires, and evaluation teams, as well as individual observations (e.g., suggestions for improvement, themes evaluating programs, etc.). Since the students are the principal consumers of the career-education-oriented services, their relative satisfactions and reactions to the objectives, activities, and resources would be a primary consideration. They are an invaluable source of affective as well as cognitive information regarding program progression, whether providing the information through direct or indirect means.

Surveys, questionnaires, PTA meetings, as well as the use of other communications media (e.g., newspapers, radio, television, etc.) are major approaches by which teachers, counselors, parents, and the community in general may become an integral part of the evaluation process. Often valuable ideas for improvements result from tapping a source that is not directly involved in a program. Also, the goal of providing the public with an awareness of the program goals and achievements may incidentally be realized by this communication, thus creating a dual value.

Generally speaking, if appropriately planned and implemented, the greater the diversity and scope of sources involved in the assessment process, the greater the probability of attaining valuable, practical information.

Related Research Methods

Of the various types of research methods available for use in the evaluation process, three stand out. They are: 1) longitudinal studies, 2) follow-up studies, and 3) short-term studies. Drier, Herr and Baker (1972) provide the following descriptions of the first two types of studies:

- Longitudinal studies: Particular techniques and services are examined over time in the light of their impact on some appropriate sample. This can determine the extent to which the effects of an activity are retained and used in later years.

- Follow-up studies: Subjects may be able to provide important information about a program by responding to a questionnaire.

The third type, short-term studies, may be described as follows:

- Short-term studies: Studies designed to provide a relatively rapid feedback of information about program deficiencies or improvements. Cross-sectional studies exemplify this approach which generally serves to measure changes within groups or between groups when certain dependent variables (e.g., standardized tests, observations, etc.) are employed.

Any of these types of studies may be executed via controlled observations and pre- and post-testing techniques, using standardized measures or locally-developed measures as dependent variables, or by utilizing any of a number of other dependent variables applicable to the specific situation.

General Procedures for Evaluation

Regardless of what kind of procedures are used, certain fundamental steps should be followed. Herr and Cramer (1972, p. 273) have summarized general procedures for evaluation within a systems approach to career development as follows:

- Formulate the broad goals of the vocational guidance programs.
- Classify these goals so that an economy of thought and action can be achieved. Decide what developmental stages require which guidance processes for implementation.
- Define objectives in behavioral terms.
- Suggest situations in which the desired objectives and behaviors might be observed.
- Develop or select appraisal techniques such as standardized tests, monitoring instruments, questionnaires, etc.
- Gather and interpret performance data and compare these data with the stated behavioral objectives.

This system has been cited as an absolute one, thus, and entity in itself which, if desirable, may be compared to another system to determine relative effectiveness.

The following specific steps established by Wysong (1972, p. 53) are closely related to those of Herr and Cramer, only more simplistic and general. They are:

- Establish a purpose for the evaluation.
- Plan and design a procedure for the evaluation.
- Define the objectives, activities, needs, or resources to be evaluated.

- Identify the sources of information.
- Develop instruments for collecting information.
- Collect information.
- Analyze information.
- Organize and report results.
- Judge adequacy of results.
- Make decisions.

Administrative Judgement

The final decisions often rest with those in administrative positions. Sometimes they are not directly involved in the mechanics or assessment of the program itself. It is, therefore, of paramount importance that a definite, concrete, and concise way of communicating program needs is developed. This is particularly the case when major revisions or expensive innovations are to be initiated. Such situations usually call for the use of more than one evaluative technique. In other words, if a multiplicity of assessment techniques are all indicative of a need for a major revision or expensive innovation, that need is much more likely to be realized than if one or two implemented techniques led to the same conclusion. Also worth noting is the fact that the needs will have a greater probability of being met if community involvement is accomplished, and if a well-developed channel of communications is established between all individuals directly or indirectly affected by the program.

Therefore, it is important that the administrator involved in the leadership of the aforementioned activities be knowledgeable. If the leadership decisions are to be made wisely, the leaders must understand the various program objective, the purposes behind the activities, the reasons for use of various resources, and the purpose of each evaluation technique. If administrative decisions are based on this kind of sophisticated understanding, the chances for program success would seemingly be enhanced.

EVALUATION TESTS AND ADDRESSES

Armed Services Vocational Aptitude Battery, Armed Forces Vocational Testing Group, Randolph Air Force Base, Texas 78148. Information available from any Armed Services Information Office.

California Occupational Preference Survey, Educational and Industrial Testing Service, P.O. Box 7234, San Diego, California 92107.

Career Planning Program, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Differential Aptitude Tests, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Edwards Personal Preference Schedule, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

General Aptitude Test Battery (GATB), United States Government Printing Office, Washington, D.C. 20402.

Gordon Occupational Checklist, Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

Kuder Form DD - Occupational Interest Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form C - Vocational Preference Record, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Kuder Form A - Personal Preference Survey, Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

Minnesota Vocational Interest Inventory, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

Ohio Vocational Interest Survey (OVIS), Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017.

(The) Self Directed Search: A Guide to Educational and Vocational Planning, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306.

Strong Vocational Interest Blanks, The Psychological Corporation, 304 East 45th Street, New York, New York 10017.

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ROLE PLAYING

Role playing is a learning activity for use by both the teacher and student in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day. Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

Purposes for Students:

1. Offers an opportunity to participate in a successful group decision.
2. Fun to participate.
3. Desire to make decisions for self, to think on their feet in face-to-face situations.
4. Provides opportunity for sensitivity and awareness of the world of work.
5. Group activity with an adult leader - not organized play.

Procedure:

1. It is imperative to help students to become initially relaxed through warm-up activities, that is, activities which involve the students physically.
2. Development: Basically, movement with student's own dialogue.
3. Culmination: This can be a repetitive process by using others in class to do the same thing but using a different dialogue.

   Discussion by entire groups of students with constructive criticism.

Additional Suggestions:

1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.
2. Never force any student who does not want to participate.
3. Give good directions; be sure each student knows exactly what to do.
4. Give only a short time to plan so it is more creative.
5. Be sure activity (or job) is within age level so the student does not appear foolish to peers.

6. When students are evaluating a role-playing activity encourage positive reactions.
7. Allow for much change and creative dialogue to bring out each student's personality.
8. Encourage feelings of the role models, not just dialogue, so emotions come through.
9. Video tape the role playing; play back later for discussion by students.

BRAINSTORM TECHNIQUE

Choosing the Brainstorm Topic

1. Break down complex problems into problems specific enough to be Brainstormed. Instead of "How can we conserve energy?", use three separate problems:

   "How can we conserve energy?":

   a. in the home?
   b. in the school?
   c. in the community?

2. The basic aim of Brainstorming is to compile a quantity of alternative ideas. Therefore, your problem must be one that lends itself to many possible answers.

3. Do not try to Brainstorm problems requiring value judgments like "What's the best time to start our new campaign?" Brainstorming cannot make a decision for you.

Rules for Brainstorm Sessions

1. Criticism is ruled out:
   Judgment is suspended until a later screening or evaluation session. Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid.

2. Free-Wheeling is welcomed:
   The wilder the ideas, the better. Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted:
   The greater the number of ideas, the greater likelihood of winners. It is easier to pare down a long list of ideas than puff up a short list.

4. Combination and Improvement are sought:
   In addition to contributing ideas of their own, panel members should suggest how suggestions by others can be turned into better ideas, or how two or more ideas could be combined into a still better idea.

Idea Spurring-Questions

PUT TO OTHER USES? New ways to use as is? Other uses if modified?

ADAPT? What else is like this? What other ideas does this suggest?

MODIFY? Change meaning, color, motion, sound, odor, taste, form, shape, Other changes?

MAGNIFY? What to add? Greater frequency? Stronger? Larger? Plus ingredient? Multiply?

MINIFY? What to subtract? Eliminate? Smaller? Lighter? Slower? Split up? Less frequent?

SUBSTITUTE? Who else instead? What else instead? Other place? Other time?

REARRANGE? Other layout? Other sequence? Change pace?

REVERSE? Opposites? Turn it backward? Turn it upside down? Turn it inside out?

COMBINE? How about a blend, an assortment? Combine purposes? Combine ideas?

Pitfalls to Avoid in Setting Up a Brainstorming Program

1. Failure to indoctrinate your panel in the technique of Brainstorming.
2. Failure to get support of at least one of your supervisors.
3. Overselling the technique before you have results to show.
4. Failure to orient your problem properly, or to make it specific enough.
5. Failure to evaluate the ideas creatively.
6. Failure to take action on the best ideas.
7. Failure to report to panel members what action is taken on ideas.
8. Selling the use of Brainstorming as a substitute for individual thinking. It is a supplement.

PLANNING A FIELD TRIP

HOW TO PREPARE FOR A FIELD TRIP:

1. Establish general objectives

2. Identify specific objectives

3. Review the field yourself before taking your class

4. Introduce children to the place they are going, the people they will meet, the experiences they will have.
   Use maps, pictures, special speakers, any resources available to acquaint pupils with the planned excursion. Be careful, however, to leave some "surprises" for the actual experience.

5. Schedule several inquiry, or discussion, times when children can relate their own experiences and attempt to foresee the experiences they will have.

6. Develop appropriate vocabulary for the fullest possible understanding of the experience.

7. Execute bulletin boards, collect materials, involve children in arranging exhibits to stimulate interest in the trip.

8. Plan the mechanics of the trip:
   a. Attend to the administrative details.
   b. Set bus schedule with definite departure and arrival times.
   c. Secure the necessary permission slips from parents.
   d. Enlist the help of adults (mothers, and maybe the bus driver)
   e. Specify lunch plans and clothing requirements.
   f. Discuss manners and bus behavior.
   g. Learn some songs that fit the nature of the experience.

9. Organize the class into "touring groups" with an adult leader for each group. Each group should take slide photographs of those things which interest them most. Each group should also use a cassette recorder.

FOLLOW-UP AFTER A FIELD TRIP:

1. Discussions and Inquiry groups
   a. What did you like best? How did you feel about being there?
   b. What surprised you?
   c. What was different than you expected?
   d. What was exactly as you expected it to be?
   e. What if you'd gone at another time of day? of the year?
   f. Whose job did you find most interesting?
   g. Would you like to work in such a place?

    - h. What tools did the workers use?
    - i. What skills did the workers need to perform their work?
    - j. What suggestions do you have for helping others to enjoy the place?
    - k. Retell the events in sequence.

2. Write letters of appreciation

3. View pictures, study maps

4. Share the trip with another class, via pictures, slide/tapes production, stories, etc.

5. Report to community news agencies.

Job Application Form

Date ____________________

General Information:

Name ____
Last First Middle Initial

Address ____

Phone ______________ Soc. Sec. No. ____________ Draft Status ________

Date of Birth ____________ Age ________ Place of Birth ____________

Marital status ________________ Children ________________

Have you ever been convicted of a crime other than a minor traffic violation?

Yes _____ No _____. If yes, please explain on the other side of this form.

U.S. Citizen? Yes _____ No _____ Work Permit Number (if under 18) ________

Physical Handicaps ____

Kind of work desired: ____

____

Salary expected: ____

Previous Work Experience:

(List last job first)

Employer Address Phone Position

1. ____
2. ____
3. ____
4. ____

Education:

Highest grade level completed (circle) 8 9 10 11 12 13 14 15 16 17 18+

Dates enrolled

High School ____

College ____

Specialty Training ____

Other ____

Average grades received in English __________ Math __________

High School elective courses: ____

____

____

Extracurricular activities, sports, offices, honors, etc.: ______________________

____

____

References:

Name Address Phone Occupation

1. ____

2. ____

3. ____

Applicant's signature ______________________

Arthur J. Marrone

234 Stryker Avenue
Swansea, New York 09876
(123) 456-7890

OFFICE

ASSISTANT

Objective To serve as a general assistant in the office of a commercial, industrial, or civic organization, applying my quickness with figures, my typing skill, and my willingness to work hard constantly to increase of production and reduction of expense.

Background Born and raised in Swansea, the youngest of five brothers, all married and employed by Swansea Mills; mother and father both born in Swansea; father a foremen with Swansea Mills where he has worked 30 years; graduate of Swansea High School.

Education Graduate of Swansea High School, Business Curriculum, June 1976. Program included following courses:

Typing	3 years
Office Machines	2 years
Mathematics	4 years
Bookkeeping	1 year
Business Writing	1 year
Marketing	1 year
Economics	1 year
Salesmanship	1 semester

Program also included general high school courses, with four years of academic English.

Office Skills Excellent typist (75 words per minute); proficiency in basic office machinery; exceptionally high skills with figures.

Interests Reading business biographies; mathematical problem solving; chess; police athletic league.

Personal Excellent health; 5'9", 150 pounds; born May 23, 1958; single, no dependents.

References Miss Selma Mansfield, Principal. Swansea High School, 45 Hurstboro Drive, Swansea, New York 09876

Mr. Theodore Pomeranki, Head, Business Education, Swansea High School, Swansea, New York 09876

Mr. Eugene Fillmore, Director, Swansea Police Athletic League, and Member of Swansea Police Department.

JAMES BRUCKNER

908 Parrington Boulevard
Augusta, Maine 09876

Telephone (212) 456-7890

PERSONAL 22 years old; excellent health; 6'1", 180 lbs., single.

OBJECTIVE To serve a public accounting firm as a junior accountant, while I take CPA examinations, and to continue with that firm in a public accounting career.

EDUCATION Bachelor of Science, 1975, Central Maine University
Major: Accounting (CPA Emphasis)
Minor: Computer Science

Representative Accounting Courses include Current Issues in Financial Accounting, Computer Based Information Systems; Advanced Tax Law; and Seminar for Public Accountants.

Representative Computer Science and Business Courses include Computer Simulation and Modeling, Data Processing Systems, Algorithms, Computers, and Programming; Monetary Analysis and Policy; and Behavioral Science Foundations of Business.

INTERESTS Highly active in extracurricular program as undergraduate.

Professional Accounting Participation included three years in Accounting Club, treasurer for two years; Chairman of Accounting Exhibit at Clubs Fair, 1972; Programmer for Statistical Study of Student Programs. 1972.

General Student Activities Participation included Business Manager of Central Maine Journal, undergraudate newspaper, 1971-1972; Class Treasurer for all four years; Co-chairman, Senior Prom.

BACKGROUND Born in Montreal, Canada, but family moved to Augusta when I was seven; United States Citizen; father and mother were both school teachers in Augusta, until retirement last year; I am now engaged to a young woman I have known all my life, a senior in elementary education at Central Maine.

REFERENCES References will be furnished on request.

TRAINING AND PART-TIME EXPERIENCE OF

SARAH SUE STEELE

SALES CLERK

345 Johnston Road
Burlington
Vermont 87654
(345) 234-5678

19 years old
5'5", 120 pounds
Excellent health
Single

JOB OBJECTIVE: Part-time position as retail sales clerk, evenings and Saturdays

EXPERIENCE AS SALES CLERK

HIGHWAY 49 DISCOUNT CENTER, Allen, Vermont, Sales Clerk in Boys' Wear, Books, and Toys. Assisted customers, wrapped merchandise, and kept shelves in order. Full-time Summer 1972, Saturdays September-November 1972, Saturdays and evenings December 1972, Saturdays and evenings January-May 1973. Resigned to prepare term papers and study for final examinations.

MACLEOD'S DEPARTMENT STORE, Burlington, Vermont; Sales Clerk. Assisted customers, measured and cut drygoods, vinyls, and plastic coverings, wrapped merchandise, and served as a check-out cashier. Summer 1971, Saturdays and Thursday evenings September-December, 1971 and January-June 1972.

EDUCATION

JUNIOR, VERMONT STATE UNIVERSITY, Burlington, Home Economics Major. Courses in fabrics, foods, and home-making tie in with activities as sales clerk. Honor Roll every term. Free Saturdays, evenings, and holidays for employment.

GRADUATE, ALLEN HIGH SCHOOL, Academic Diploma. Graduated with honors. Active in all extracurricular programs.

BACKGROUND

Born and raised in Burlington. Ten years in Girl Scouts. Sing in church choir. Career objective to serve as home economist with manufacturing industry.

REFERENCES

Mr. Clarence D. Bullock, Buyer, Highway 49 Discount Center, Allen Vermont.

Professor Lawrence C. Parrington, Home Economics Department, Vermont State University, Burlington, Vermont.

Mr. Thomas K. Campbell, Principal, Allen High School, Allen, Vermont.

(Handicapped Worker)

DO YOU WANT AN OPERATIONS DEPARTMENT TYPIST WHO WILL STAY PUT?

I'LL STAY PUT--I'M A PARAPLEGIC WAR VETERAN

--and I can type 70 wpm

John C. Clayton
4 Afton Boulevard
Rye, New York 09876
(123) 234-6543

OBJECTIVE: To learn bank operations by typing reports, statements, letters, payrolls, manuals, specifications, and anything else given to me.

BACKGROUND

Paralyzed in both legs from combat wounds in Vietnam, I have been rehabilitated at St. Albans Veterans Hospital. Aptitude tests showed high interest and ability in all phases of banking, and exceptionally high computational skill and manual dexterity. Can operate manual control automobile and maneuver self in portable wheelchair. Developed high skill in typing and computational machines. Completely independent of help except for stairs.

EDUCATION

Graduate of White Plains High School, June 1970, Academic Course.

Fourteen points in banking and finance completed at College of Business and Public Administration, New York University, June 1974.

EXPERIENCE

Free-lance typist, receiving assignments from book publishers, lawyers, and agencies for the handicapped. June 1973 to present.

PERSONAL

Health excellent, except for paralyzed legs; 5'8", 185 pounds; single, live with mother and father; finances excellent, full pension, house, and automobile received from government

Highly motivated; completed rehabilitation faster than any other veteran at St. Albans.

REFERENCES

Furnished upon request.

SUPPLEMENTAL RESOURCES FOR GUIDANCE

Can of Squirms

Cost: $47.50 Set of 9 (estimate) $5.95 each (estimate)
Encourages meaningful, interesting dialog between individuals. Is adaptable to one-to-one or groups. It can be a fun game or a teaching tool. Each can includes a leader's guide and 100 discussion questions.
Pennant Educational Materials.

DUSO (Developing Understanding of Self and Others)

Cost: $115.00 (estimate) (Level I, grades K-2)
$110.00 (estimate) (Level II, grades 3-4)
Available with records or cassettes. A program of planned experiences to develop understanding of self and others.
American Guidance Service, Inc.

Focus on Self Development

Cost: Level I Awareness, $108.00 (estimate) records,
$121.00 (estimate) cassettes.
Level II Responding, $121.00 (estimate) records,
$135.00 (estimate) cassettes.
Each set contains guide, filmstrips with sound, photoboards, easel and activity book. A K-6 developmental program to lead toward understanding of self and others.
Science Research, Inc.

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of
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